Utah CGP-Guidance Activities Action Plan (Large Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School _____ Alta High School _____ District _____ Jordan District _____

Target Group:(whole school, entire class) _College Bound students who attended our scholarship night._

Target Group selection is based upon the following data/information/school improvement goals: _CSIP/DRSLS - Critical Thinking, Lifelong_

Learning, Communication, CGP Student Outcomes, Academic/Learning & Development, Life/Career Development & Personal Social Dev.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders...."	Start/End Dates	Projected # of Students Impacted
To access Utah Mentor.org to facilitate their college exploration.	Lifelong Learning Critical Thinking Communication Academic/Learning Development Life/Career Development Personal/Social Development	Rep. from Utah Mentor.org presented at our scholarship night.	Alta High counselors, Brian McGill from Utah Mentor	Surveyed participants one month after conclusion of presentation to allow time for them to access information from Utah Mentor.	Start: Nov '04 End: Jan '05	Surveyed all participants, 24 respondents (parents participated in program but were not surveyed.)

M. Wickenberg   4-13-05   4-19-05   _Counseling Staff_

Principal's Signature   Date   Date of Staff Presentation   Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

ENTERED

School ___ Alta High School ___ District ___ Jordan District ___

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data Number of students affected**	Perception Data Pre and post test, competency attainment or student data**	Results Data changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
3 Alta counselors and Brian McGill	Students interested in scholarships and financial aid.	Utah Mentor web site, handouts, financial aid booklets from financial institutions, specific scholarships	Nov. 2004 Jan. 2005	90 parents/ students attended 24 student respondents	After having been introduced to Utah Mentor web site we expected that a majority would access the web site for specific scholarship/ financial aid information as needed	Only a few students had used Utah Mentor prior to the presentation right. Most students used web site after program. Most students de- termined the web site to be beneficial. (See graph)	Data indicates that students have an increased awareness of the Utah Mentor web site & the benefits of this information.

___ M. Widerberg ___   4-13-05   4-19-05   Counseling Staff

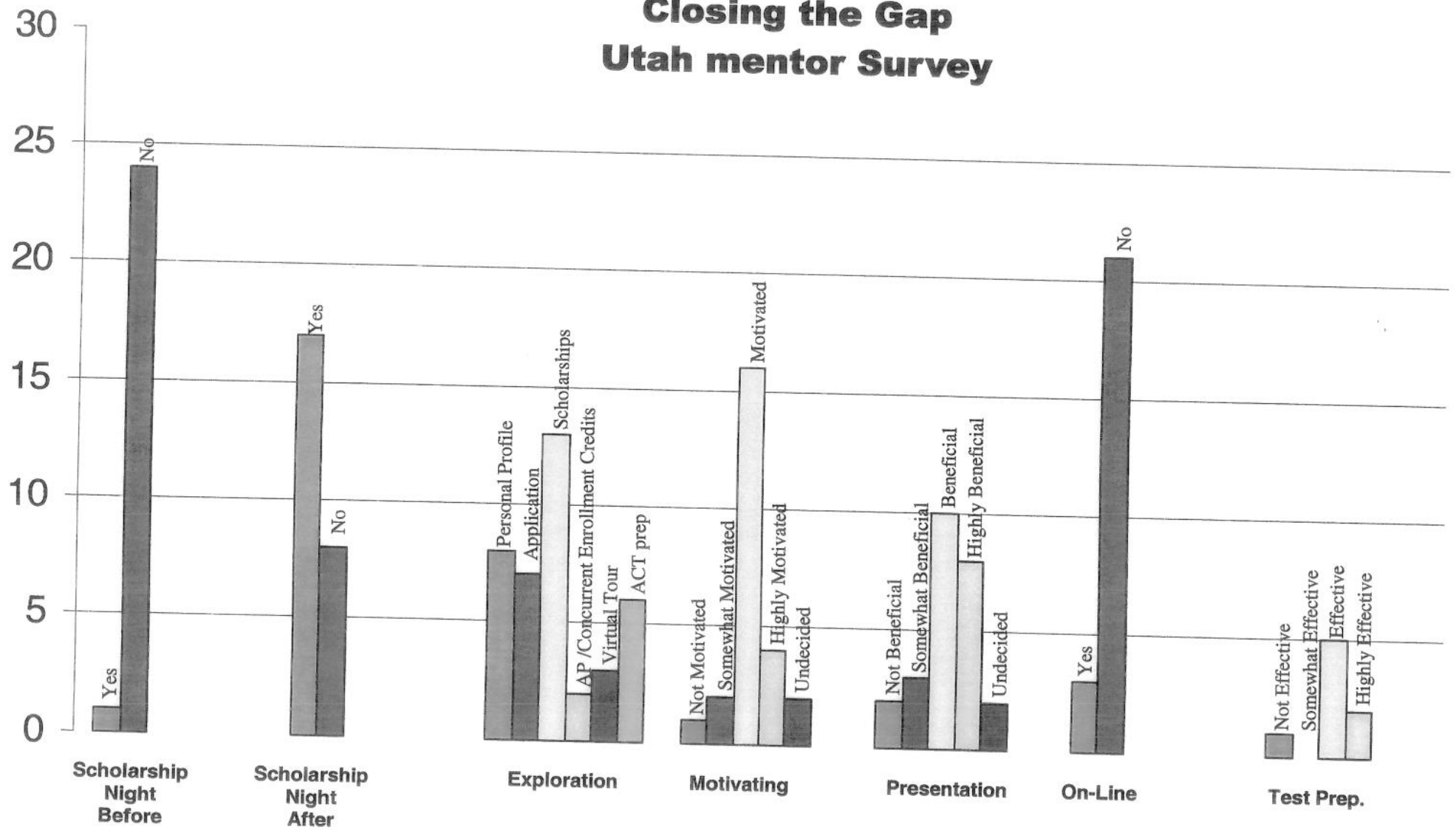Principal's Signature   Date   Date of Staff Presentation   Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers and attach data, examples and documentation

Closing the Gap
Utah mentor Survey

Bar chart titled "Closing the Gap — Utah mentor Survey" with a vertical axis ranging from 0 to 30.

Categories along the horizontal axis:

- **Scholarship Night Before**: Yes (~1), No (~24)
- **Scholarship Night After**: Yes (~17), No (~8)
- **Exploration**: Personal Profile (~7.5), Application (~6.5), Scholarships (~12.5), AP/Concurrent Enrollment Credits (~1.5), Virtual Tour (~2.5), ACT prep (~5.5)
- **Motivating**: Not Motivated (~0.5), Somewhat Motivated (~1.5), Motivated (~15.5), Highly Motivated (~3.5), Undecided (~1.5)
- **Presentation**: Not Beneficial (~1.5), Somewhat Beneficial (~2.5), Beneficial (~9), Highly Beneficial (~7), Undecided (~1)
- **On-Line**: Yes (~2), No (~20)
- **Test Prep.**: Not Effective, Somewhat Effective, Effective (~4), Highly Effective (~1)

Utahmentor.org Survey

When using the scale system to answer, please note that 1 is the lowest/worst and 4 is the highest/best

1. Had you used Utah Mentor before the Scholarship Night you attended?
   Yes   No

2. Have you used it since Scholarship Night?
   Yes   No

3. Which of the following areas did you explore?
   Personal Profile
   Application
   Scholarships
   AP credits/Concurrent Enrollment credits
   Virtual Tour
   ACT prep.
   Other_____

4. How motivating was the Utah Mentor presentation?
   1   2   3   4

5. Did you find the presentation to be beneficial?
   1   2   3   4

6. Did you use the web site to apply to any schools?
   Yes   No

7. If applicable, how effective was the test prep.?
   1   2   3   4

Comments:

Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School____Alta High School_____District____Jordan District_____

Target Group:_Students who did not successfully pass a portion of the entire BSCT test (Class of 2006)_

Target Group selection is based on the following data/information/school improvement goal:_CSIP/DRSLS - Critical Thinking CGP Student

outcomes, Academic/Learning Development_____

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
Having the academic skills to successfully pass the BSCT	CSIP DRSL Critical Thinking Academic/Learning Development	Had individual SEOP with students who failed, sent a letter home and offered after school and during school remediation classes to provide opportunities for the students to pass the BSCT.	Counselors, administrators, and relevant teachers.	Compare Feb. 2004 test results with October 2004 test results for class of 2006.	Start September 2004 – end January 2005	Approximately 75

Principal's Signature   Date 4-13-05   Date of Staff Presentation 4-19-05   Prepared By Counseling Staff

*adapted from the ASCA National Model: A Framework for School Counseling Programs

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Utah CGP- Closing the Gap Results Report (Small Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School ___Alta High School___   District ___Jordan District___

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
All counselors administrators	Students who did not successfully pass a portion of or the entire BSCT test (Class of 2006)	BSCT core curriculum for English and mathematics	Sept. 2004 Jan. 2005	75	Not all would access what we offered them. Also that if they attended the classes that there would be a significant difference and that most would pass.	Most did not access the available classes Overall, for those who did, 50% passed. For those who attended 1 – 2 sessions the pass rate was 37.5% & for those who attended 3-4 sessions the pass rate was 75%.	The data tells us that it was valuable to students to participate fully in the remediations program. The more classes they attended the more likely they were to be successful.

___M. Widuberg___   ___4-13-05___   ___4-19-05___   ___Counseling Staff___

Principal's Signature   Date   Date of Staff Presentation   Prepared By
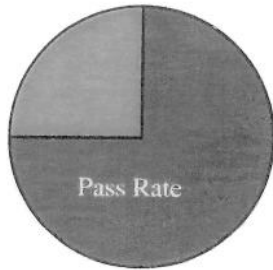
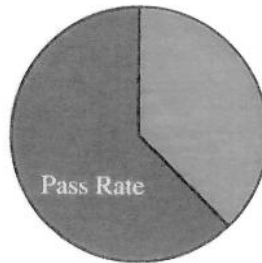*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers supporting conclusions and attach data, examples and documentation

UBSCT PREP. CLASS
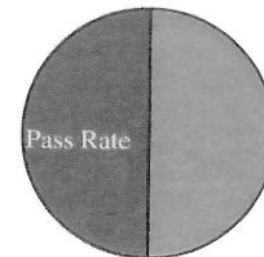## (Math Portion)

Four sessions were held, covering 8 + objections

Those who attended 1-2 sessions
had a 37.5% pass rate

Those who attended 3-4 sessions
had a 75% pass rate

The pass rate of all who attended
was 50%

83.5% of all 12 who attended improved their score from the previous year.

Their scores improved on average by 7.5 points

Utah CGP-Guidance Activities Action Plan (Large Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School _Bingham High School_ District _Jordan School District_

Target Group:(whole school, entire class) _The entire 11th grade._

Target Group selection is based upon the following data/information/school improvement goals: _Want to increase our communication effectiveness with school: Community Through use of technology._

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders. . ."	Start/End Dates	Projected # of Students Impacted
Increase the # of Parents who attend SEOP's with their student	Effective Communication Life long learning AL: C1 AL: C2	Via the internet and through telephone & mail	Someone to set up the on-line procedure and maintain the BHS website.	Measured by the attendance of parents at SEOP compared to previous yrs.	Jan '05 March '05	680 or so.

R Thomas Hicks
Principal's Signature

_6/14/05_
Date

Date of Staff Presentation

Daniel Mcentee
Prepared By

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*adapted from the ASCA National Model: A Framework for School Counseling Programs

Utah CGP-Guidance Activities Result Report (Large Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School ___Bingham High School___ District ___Jordan___

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
David Mank Georgia Fairbanks Renae Brady Donna Newbold	all 11th Graders	On-line sign-ups for 11th SEOP's	Jan 05 March 05	681 students and parents	Previous attendance of parents has been around 40% 50%		
						20% increase	See report

___R Thomas Hicks___
Principal's Signature

___6/14/05___
Date

_____
Date of Staff Presentation

___Donna Newbold___
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers and attach data, examples and documentation

Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School __Bingham High School__   District __Jordan School District__

Target Group: __10th grade__

Target Group selection is based on the following data/information/school improvement goal: __Improve grades of students with low grade-point averages.__

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
Increase gpa	① Life Long learning ② character development.	Counseling every class period	Counselor or psychologist to lead the class.	Measure grade change.	Feb 1 — Jan. 8 2005	11.

__R Thomas Hicks__   __6/14/05__   _____   _____

Principal's Signature   Date   Date of Staff Presentation   Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

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School _Bingham High_   District _Jordan School District_

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Gail Ritz & Cristy Eastwood	10th grade at-risk students as seen by their assigned counselor	Why Try & Techniques for Tough Times	Feb1 – June 8 2005	11	Use gpa of students 2nd quarter before they entered the class. Compare to the next two quarters during intervention	Increase in average gpa 0.44 for 1st quarter and .19 for 2nd quarter of program.	Overall, the students improved. The program is effective for those who are ready to make a change.

R Thomas Hicks   _6/14/05_

Principal's Signature   Date   Date of Staff Presentation   Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers supporting conclusions and attach data, examples and documentation

Description of the Project

Raising the Grade-Point Averages of At-Risk Students

For the 2004-2005 Closing-the-Gap Action project, the Bingham High School Counseling Center focused on aiding academically at-risk students raise their grades and complete courses necessary for graduation. This program had been administered in the previous two years, using different curriculums, teachers, and use of mentors. Two years ago, the school psychologist, Dr. Gail Ritz, and a teacher / counseling intern scheduled one period in the block schedule to help the most academically challenged 10th graders. A significant amount of success was noted in this program. Last year, a regular teacher who had her counseling certificate was assigned to the program, and she taught the class as one of her regular class periods. This program did not realize as much success, and so it was not continued in 2004-2005.

This year, Dr. Gail Ritz, and a teacher / counseling intern, again co-taught the class, although Dr. Ritz' involvement was significantly less than the first year. The reason for her reducing her involvement was to allow the students to "bond" more solidly with the counseling intern. The class was started second semester. Each counselor recommended four or five students whom they felt were at-risk, and who would benefit from the extra attention given in such a class. Students were then interviewed and given reasons why the class would be helpful. If the student appeared enthusiastic about taking the class, then a phone call was made to the parents to get their approval as well. If either the student or the parent was not enthusiastic about the class, the student was not asked to formally join the class, but continued with their current schedule.

The class was made up of seven girls and four boys. There were originally two more boys, but one moved away, and the other boy was asked to leave the class because he refused to cooperate with the teacher, and was harassing the other students. The class involved forty-five minutes of counseling, where students were given the opportunity to look at themselves and understand the reason for their at-risk behaviors. Using the Why Try curriculum, the students were encouraged to constantly think about why it was important to try to do better in school---to afford more freedom, more opportunities, and more respect.

The second half of each class was spent printing the grades and missing assignments as posted on PowerSchool , as well as doing homework. Four student mentors were also part of the class. Each student mentor was assigned three at-risk students. The mentors were chosen from the senior class, based on good grades, appropriate role model qualities, and for their attitude of wanting to help students who struggle. These mentors were critical to the success of the students in this class. They formed positive relationships with the students, helped with homework, graded the students on their daily involvement, and as a peer, encouraged the students to succeed.

Management of emotions is a critical skill that many special education students, as well as regular education students, lack. Many students struggle with depression, anger, insecurity, sadness, loneliness, and many other emotions that negatively impact their daily lives. Researcher John C. Gibbs has done extensive research on the relationship between moral development and management of emotions. He has written the following books: Moral Maturity, Aggression Replacement, and Equipped for Life.

Using Gibbs' research as a basis for the curriculum, Dr. Gail Ritz, the school psychologist at Bingham High School, spent thirty to forty-five minutes a week in six special education classes, teaching management of emotion techniques. The core of the curriculum was based on the theory that every waking moment an individual is making a decision for either *peace* or *chaos*. A person's behavior is not caused by a trigger, but rather how a person thinks about the trigger, which then causes a feeling, which in turn influences behavior. The students were taught to take responsibility for their behavior by controlling how they think. They were taught that thinking errors lead to chaos, and were taught how to recognize "stinky thinking" versus "cool thinking".

The students were each given a pre-test to measure where they were functioning before the class was taught. They were also given a posttest to see if there had been any gains. Due to numerous confounding variables, growth or regression cannot be attributed to the teaching of the class, but it was interesting to see if the students had made gains or losses in their thinking over the year.

Analysis of the Data

The first four questions on the questionnaire were based on a scale ranging from 0 to 4, with 4 being the highest level of mature thinking. Questions 7 through 36 were answered "Yes, Sometimes, or No". A number was assigned to each choice, with 1 being the highest level of thinking, and 3 the lowest level. The following questions were reverse-scored because they were asked in a negative way: 10, 12, 13, 15, 16, 17, 20, 21, 27, 28, 29, 32, 33, and 35. For questions 7 to 36, the lower the number, the higher the level of thinking. Unfortunately, this is confusing, since it is the opposite of the first four questions. One must keep this in mind when looking at the data.

The pretest scores were subtracted from the posttest scores. On questions one to four, if the difference was positive, there had been an improvement in thinking. On questions 7 to 36, if the difference was positive, there had been a decline in the level of thinking.

On questions one through four, there had been a gain in the overall maturity level of 0.27. In other words, students were starting to have more sympathy for others, to be more self-disciplined, to be more honest, and to be more engaged in helping others.

The overall gain for questions 7 to 36, was smaller (.01), but it was still in the right direction. The areas where the students made the most gains were as follows:
- learning to use deep breathing as a coping skill when angry,
- expressing complaints in a calm manner,
- refraining from hurting others just because one has been hurt,

- noticing the early warning signs of anger,
- apologizing if one has hurt someone,
- refraining from using put-downs and threats,
- taking responsibility for one's actions rather than blaming others,
- keeping out of fights,
- sharing with others if a friend is suicidal,
- being able to evaluate one's behavior.

These are good techniques, and indicate that the students have experienced growth in managing their thinking, feelings, and behaviors.

Name _____   Date 6/15/05

Name of Group _Special Education Management of Emotions_

Name of Leader (s) _Gail M. Ritz Ph.O._

On a Scale of 0 to 4, please rate how you are currently functioning.

1. How do I treat other people?

Post Test	2.88
PreTest	2.84
Difference	0.04

0 - abusive   Very little concern for others, bullying, very hurtful behavior
1 - rude   Little concern for others, put downs, hurtful behavior
2 - not noticing   Average concern for others, do nothing, don't hurt/ don't help
3 - sympathy   Much concern for others, helpful behavior, some concern / some help
4 - empathy   Very much concern for others, very helpful behavior, go the extra mile

2. How do I follow rules?

Post Test	2.76
PreTest	2.29
Difference	0.48

0 - disruptive   Much difficulty following directions, two or more time outs
1 - distracting   Some difficulty following directions, one or two time outs
2 - compliant   Follows directions with reminders, one time out
3 - self-disciplined   Follows directions without reminders, no time outs
4 - helpful   Does something extra to organize a group, no time outs.

3. How responsible am I?

Post Test	2.91
PreTest	2.89
Difference	0.02

0 - untrustworthy   Denies offense occurred, won't talk about it, can't control self
1 - dishonest   Admits offense occurred but won't talk about it, usually can't control self
2 - evasive   Admits some details about offense. Sometimes able to control self
3 - Honest   Admits most details about offense. Usually able to control self
4 - Trustworthy   Admits all details about offense. Always able to control self.

4. How well do I problem - solve?

Post Test	2.65
PreTest	2.11
Difference	0.54

0 - shut down   Refuse to talk or answer questions. Refuse to work on the problem.
1 - minimal   Talks and answers questions only when asked. Work lacks effort.
2 - involved   Walks and answers questions freely. Work is thoughtful.
3 - engaged   Helps others to talk and answer questions. Helps others to work.
4 - self-disclosing   Discusses personal problems and successes. Work is self-disclosing

5. The problem that I am currently dealing with is:

_____

_____

6. On a scale of 1 - 10, in my mind the problem is a:

1   2   3   4   5   6   7   8   9   1

Mark how you currently think and behave:

Yes   1
Sometimes   2
No   3

PostTest	PreTest	Difference		Y	S	N
1.62	1.82	-0.20	7. I notice the early warning signs of anger	1	2	3
1.71	2.08	-0.37	8. I express a complaint in a calm manner	1	2	3
1.47	1.68	-0.21	9. I apologize if I am partly responsible for a problem	1	2	3
1.41	1.18	0.23	10. Stealing is okay if you don't know the person	1	2	3
1.38	1.68	-0.30	11. I care for someone when they are sad or upset	1	2	3
1.41	1.66	-0.25	12. I use put-downs and threats	1	2	3
1.85	2.05	-0.20	13. If a car owner leaves the keys in the car, it is his fault that the car gets stolen.	1	2	3
1.88	2.5	-0.62	14. I take deep breaths when I am angry	1	2	3
2.32	2.08	0.24	15. If it makes me feel good, I do it.	1	2	3
1.56	1.37	0.19	16. Do it to others, before they do it to you.	1	2	3
1.97	1.76	0.21	17. Do for others, only if they do for you.	1	2	3
2	1.92	0.08	18. I prepare myself to handle a stressful conversation	1	2	3
1.82	1.61	0.21	19. Selling harmful drugs creates chaos.	1	2	3
1.5	1.34	0.16	20. I will hurt someone, if my peers want me to.	1	2	3
2.06	2	0.06	21. I will suggest something less harmful.	1	2	3
1.97	2.05	-0.08	22. I respond constructively to others' anger	1	2	3
1.76	1.84	-0.08	23. I think ahead to consequences	1	2	3
1.82	2	-0.18	24. I evaluate my behavior.	1	2	3

				Y	S	N

1.62	1.53	0.09	25. I take responsibility for my feelings, rather than blaming others.	1	2	3
1.74	1.95	-0.21	26. I keep out of fights	1	2	3
1.71	1.37	0.34	27. I victimize others because I was a victim	1	2	3
1.44	1.24	0.20	28. I would deliver drugs for a friend	1	2	3
1.65	1.45	0.20	29. It is the victim's fault that I hurt him.	1	2	3
1.88	1.84	0.04	30. When I am accused of doing wrong, I think about whether the accuser is right.	1	2	3
1.85	1.61	0.24	31. I express care and appreciation	1	2	3
1.68	1.82	-0.14	32. I would not tell on a suicidal friend	1	2	3
1.76	1.68	0.08	33. I would cover for my friend who is shoplifting	1	2	3
1.85	1.89	-0.04	34. When I fail, I respond constructively	1	2	3
1.71	1.66	0.05	35. I would help a friend cheat	1	2	3
1.59	1.58	0.01	36. I treat others the way I want to be treated.	1	2	3

Ave. 1-4	2.8	2.53	0.27
ave.7-36	1.73	1.74	-0.01

Question	PostTest	PreTest	Difference
1	2.88	2.84	0.04
2	2.76	2.29	0.47
3	2.91	2.89	0.02
4	2.65	2.11	0.54
7	1.62	1.82	-0.20
8	1.71	2.08	-0.37
9	1.47	1.68	-0.21
10	1.41	1.18	0.23
11	1.38	1.68	-0.30
12	1.41	1.66	-0.25
13	1.85	2.05	-0.20
14	1.88	2.5	-0.62
15	2.32	2.08	0.24
16	1.56	1.37	0.19
17	1.97	1.76	0.21
18	2	1.92	0.08
19	1.82	1.61	0.21
20	1.5	1.34	0.16
21	2.06	2	0.06
22	1.97	2.05	-0.08
23	1.76	1.84	-0.08
24	1.82	2	-0.18
25	1.62	1.53	0.09
26	1.74	1.95	-0.21
27	1.71	1.37	0.34
28	1.44	1.24	0.20
29	1.65	1.45	0.20
30	1.88	1.84	0.04
31	1.85	1.61	0.24
32	1.68	1.82	-0.14
33	1.76	1.68	0.08
34	1.85	1.89	-0.04
35	1.71	1.66	0.05
36	1.59	1.58	0.01
Ave. 1-4	2.8	2.53	0.27
ave.7-36	1.73	1.74	-0.01

Special Education
Evaluation of Guidance
2004/05

Question	1	2	3	4	7	8	9	10	11
Post Test	2.88	2.76	2.91	2.65	1.62	1.71	1.47	1.41	1.38
PreTest	2.84	2.29	2.89	2.11	1.82	2.08	1.68	1.18	1.68
Difference	0.04	0.48	0.02	0.54	-0.20	-0.37	-0.21	0.23	-0.30

Question	12	113	14	15	16	17	18	19	20
Post Test	1.41	1.85	1.88	2.32	1.56	1.97	2.00	1.82	1.50
PresTest	1.66	2.05	2.50	2.08	1.37	1.76	1.92	1.61	1.34
Difference	-0.25	-0.20	-0.62	0.24	0.19	0.21	0.08	0.22	0.16

Question	21	22	23	24	25	26	27	28	29
Post Test	2.06	1.97	1.76	1.82	1.62	1.74	1.71	1.44	1.65
PresTest	2.00	2.05	1.84	2.00	1.53	1.95	1.37	1.24	1.45
Difference	0.06	-0.08	-0.08	-0.18	0.09	-0.21	0.34	0.20	0.20

Question	30	31	32	33	34	35	36
Post Test	1.88	1.85	1.68	1.76	1.85	1.71	1.59
PreTest	1.84	1.61	1.82	1.68	1.89	1.66	1.58
Difference	0.04	0.25	-0.14	0.08	-0.04	0.05	0.01

Ave. 1-4

2.80
2.53
0.27

Ave7-36

1.73
1.74
-0.01

School __BRIGHTON HIGH SCHOOL__   District __JORDAN__
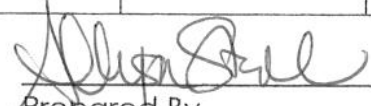
Target Group: __11th GRADERS__

Target Group selection is based on the following data/information/school improvement goal: __ACADEMIC__

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? E.g. "From sample classrooms of tenth graders…"	Start/End Dates	Projected # of Students Impacted
1. Increase student knowledge during SEOP conference 2. Promote student accountability in goal setting and planning for the future	CGP Academic/ Learning Development Standard AL : B AL : C DRSL Communication	11th Grade SEOP conferences	Counselors Secretary to schedule and mail notice of SEOP appointment. Informational brochures and handouts	Pre/Post test comparisons	January and February 2005	680

Principal Signature	Date 5/4/05	Date of Staff Presentation 5/4/05	Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

ENTERED

School __BRIGHTON HIGH SCHOOL__   District __JORDAN__

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Linda Dangerfield

RaNae Smith

Allyson Stoddard

Paul Winkelman

George Young | 11th graders | Informational brochures and handouts

Pre/Post test

Scantron | January through February 2005 | 680 11th grade students | Random sampling of 680 students | Difference in the number of correct responses in pre and post test:

Question:
1 & 6   66%
2 & 7   26%
3 & 8   26%
4 & 9   31%
5 & 10   36% | Students benefit most from our one on one method of delivering important information.

Information can be used to assist students and parents in planning for the future in high school and beyond. |

Principal Signature _____   Date __5/4/05__   Date of Staff Presentation __5/4/05__   Prepared By _____

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers supporting conclusions and attach data, examples and documentation

11th Grade S.E.O.P Survey

Please complete this survey <u>after</u> your S.E.O.P meeting.

6. How many credits do you need for graduation?
   a. 27
   b. 24.5
   c. 25
   d. 25.5
   e. Do not know

7. What two additional classes do you need for graduation?
   a. computer technology & fine art
   b. computer technology & U. S. government/citizenship
   c. U. S. government/citizenship & finance
   d. science & math
   e. Do not know

8. When is the best time to take the ACT test?
   a. spring of your junior year
   b. fall of your senior year
   c. winter of your senior year
   d. fall of your junior year
   e. Do not know

9. Academic scholarships are based on
   a. GPA
   b. Extracurricular activities
   c. GPA and ACT scores
   d. GPA and extracurricular activities
   e. Do not know

10. What test must you pass to graduate with a high school diploma?
    a. SAT
    b. UBSCT
    c. ACT
    d. JCT
    e. Do not know

Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School __BRIGHTON HIGH SCHOOL__   District __JORDAN__
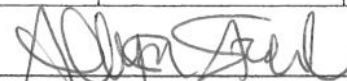
Target Group: __10TH GRADERS__

Target Group selection is based on the following data/information/school improvement goal: __ACADEMIC__

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? E.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
1. Increase # of students taking PLAN test by 25% 2. Improve student understanding of results	DRSL Academic All Brighton High departments will focus on improvved mastery skills in all academic subjects through a variety of assessments	PLAN TEST	5 Counselors Parent information letter test interpretation presentation	1. Increase in number of students tested 2. number of students that attended test interpretation session	Sept. 12, 2004 - Dec. 9, 2004	189

Principal Signature	4/29/05 Date	4/29/05 Date of Staff Presentation	_Prepared By_

*adapted from the ASCA National Model: A Framework for School Counseling Programs

ENTERED

Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School _BRIGHTON HIGH SCHOOL_   District _JORDAN_
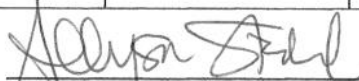
Target Group: _10TH GRADERS_

Target Group selection is based on the following data/information/school improvement goal: _ACADEMIC_

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? E.g. "From sample classrooms of tenth graders…"	Start/End Dates	Projected # of Students Impacted
1. Increase # of students taking PLAN test by 25% 2. Improve student understanding of results	DRSL Academic All Brighton High departments will focus on improvved mastery skills in all academic subjects through a variety of assessments	PLAN TEST	5 Counselors Parent information letter test interpretation presentation	1. Increase in number of students tested 2. number of students that attended test interpretation session	Sept. 12, 2004 - Dec. 9, 2004	189

Principal Signature   _4|29|05_   _4|29|05_   _Prepared By_
Principal Signature   Date   Date of Staff Presentation   Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

September 12, 2004

Dear Parent/Guardian,

On October 19th your Brighton High School 10th grader will have an educational opportunity which we hope you will encourage her/him to take advantage of. On this date we will make the PLAN test available to all 10th grade students. Please consider the following reasons why we recommend this test to every one of our sophomore students:

1. Great preparation for the ACT—same subject areas and same type questions.

2. Gives you an estimated ACT score and links to colleges interested in you.

3. Highlights your academic strengths and limitations, so you can choose courses which will best prepare you for success in college.

4. Helps you identify careers that match your interests.

If you agree that this would be a useful experience for your student, please have him/her follow the procedure listed below:

1. Come to the main office at Brighton and pay the $9.00 test fee by Oct 8, 2004.

2. Pick up a PLAN flyer at the Counseling Center for useful information regarding the test.

3. Show up at the school Cafeteria at 7:30 a.m. on Tuesday, Oct. 19th ready to test. (A calculator may be used on the Math test if the student wants to bring one to the testing session.)

If you have questions regarding this test, please contact your student's counselor at 256-5220. Also, check out some PLAN sample test questions at www.act.org/plan.

REMEMBER, to get a head start on educational and career planning, register now to take PLAN.

Sincerely,

Brighton Counselor

TO:

FROM: Counselors

RE: PLAN Results

PLAN TEST results are here! Please come to the counseling center for test interpretation on Thursday, December 9th and have LUNCH on us! See ya then!

Utah CGP-Guidance Activities Action Plan (Large Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School ___ Copper Hills High School _____ District___ Jordan _____

Target Group:(whole school, entire class)_____ Entire Junior class _____

Target Group selection is based upon the following data/information/school improvement goals:_____

_____ Prior enrollment and participation of Juniors on PSAT was low. _____

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders. . ."	Start/End Dates	Projected # of Students Impacted
1-Increase the total participation on PSAT testing of Junior class 2-Increase student readiness on college entrance exams.	Students will complete school with essential course work that provides a wide range of substantial post secondary options.	1-Classroom presentations by counselor 2-Studentbody announcements 3-School newletter advertisement 4-Posters around building	1-Counselor 2-Classroom time 3-Printing supplies	Compare the number of Juniors that participate this year (04-05) to previous years.	October 2004	Approx. 600

Principal's Signature ___ Tom Worlton ___

Date ___ June 15, 2005 ___

Date of Staff Presentation ___ June 15, 2005 ___

Prepared By ___ Marla Field ___

*adapted from the ASCA National Model: A Framework for School Counseling Programs

ENTERED

Utah CGP-Guidance Activities Resu' Report (Large Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Copper Hills High School   District   Jordan

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Sharon Bluth	Junior class	Self-developed presentation	Oct. 2004	129	1-3 students qualified as National Merit semi-finalists, compared with 1 2-Increased # of students more actively preparing for college. 3-Increased college entrance exam readiness for more students.	102 students tested in 2004 129 tested after intervention in 2005 Appros. 25% increase	More participation increases the # of National Merit qualifiers. Better prepared college bound students. Perhaps more studen will choose to persue higher education.

_____
Principal's Signature

June 15, 2005
Date

June 15, 2005
Date of Staff Presentation

_____
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers and attach data, examples and documentation

Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School____Copper Hills High School_____District_____Jordan_____

Target Group:_Group of At-risk students with Behavior Problems_____

Target Group selection is based on the following data/information/school improvement goal:_____

_____Disciplinary referals, teacher referals._____

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders. . ."	Start/End Dates	Projected # of Students Impacted
Improved social behavior skills

Improved conflict management skills | Students will develop skills to understand and appreciate themselves and others. | Group counseling once a week for 2 months | Counselors used group intervention techniques | Compared discipline referals from beginning to end of group period | April 2004– June 2005 | 10 |

Principal's Signature   Date   Date of Staff Presentation   Prepared By

June 15, 2005   June 15 2005

*adapted from the ASCA National Model: A Framework for School Counseling Programs

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Utah CGP- Closing the Gap Results Report (Small Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School___ Copper Hills High School _____District___ Jordan _____

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Sharon Bluth Todd Bird Candice Foringer	Girls group of At-risk students with behavior problems	Developed own materials	April 2005- June 2005	10	Pre-data- girls fighting constantly Post-data- girls no longer fighting with one another	Behavior improved Fighting became minimal	Interventions all but eliminate the presenting behavior problems and become academically focused

Tom Whitton _____ _June 15, 2005_ _____ _June 15, 2005_ _____ _Marla Fuller_ _____

Principal's Signature   Date   Date of Staff Presentation   Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers supporting conclusions and attach data, examples and documentation

Utah CGP-Guidance Activities Action Plan (Large Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School HILLCREST HIGH SCHOOL   District JORDAN

Target Group:(whole school, entire class) JUNIOR AND SOPHOMORE CLASS

Target Group selection is based upon the following data/information/school improvement goals: HILLCREST HS CSIP
GOAL ONE, ACTION PLAN 1 and 2; GOAL 3, ACTION PLAN 3 and 5
Please see attached HILLCREST CSIP

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
Prepare, Plan and Pass the USBCT.	Goal One A.P. 1 + 2 Goal Three A.P. 3 + 5	Hillcrest HS Counseling staff will develop a database accounting system to track student USBCT results. Results will be used to determine which students require additional training or remediation to pass the USBCT.	Access database development. Training of Counseling Staff to use the database.	Students will be identified and receive additional training in reading, writing and math to prepare and pass the USBCT. Counselors will provide results of training next year.	Ongoing Project will continue every year.	After this year, all 3 grade levels will be impacted.
			08/27/2004			

Susan Malone.	10/06/2004	10/08/2004	Craig Haslip			
Principal's Signature	Date	Date of Staff Presentation	Prepared By			

*adapted from the ASCA National Model: A Framework for School Counseling Programs

ENTERED

Utah CGP-Guidance Activities Result Report (Large Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School __HILLCREST HIGH SCHOOL__   District __JORDAN__

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
All 4 Counselors	Sophomore, Junior, and Senior students unable to pass any or all of the UBSCT tests. Students will not be receiving additional training from Special Programs.	English 10B English 10 Reading Strategies English 11B English 11 Reading Strategies English 12 ESL 10,11,12 Algebra I	Ongoing	Students below 150 on Math Subtest $n = 55$ Students below 150 on Reading Subtest $n = 24$ Students below 150 on writing subtest $n = 40$		Results of additional training and remediation reported next year. 2 year project	Students are identified and have an excellent chance to pass all 3 subtests of the UBSCT.

Susan Malone   UBSCT Math   __10/06/04__   __08/27/04 & 10/08/04__   __4/19/05__   CRAIG HASLIP

Principal's Signature   Date   Date of Staff Presentation   Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers and attach data, examples and documentation

HILLCREST HIGH SCHOOL

Mission – The purpose of the Hillcrest High School educational community is to provide an atmosphere that encourages education competency, social responsibility, and individual ability.

Goal 1 – Educational Competency
Establish higher student expectations for academic performance.

Desired Result of Student Learning: Students will increase their academic performance.

Action Plan:
1. Compile accurate information and inform all stakeholders of areas that need improvement.
2. Challenge each student to improve his/her grade point average and standardized test scores.
3. Encourage each student to select a career field and to take appropriate corresponding courses.
4. Increase parent attendance at SEOP meetings.
5. Provide job shadowing and internship experiences.
6. Provide additional in service opportunities for faculty to support all goals.

Goal 2 – Social Responsibility
Demonstrate appreciation for diversity and recognize the contributions of various segments of the student body.

Desired Result of Student Learning: Students will increase their appreciation for diversity, respect others, and recognize the contributions of various segments of the student body.

Action Plan:
1. Implement a character education program.
2. Sponsor multi-cultural activities.
3. Provide opportunities for school groups to be of service to members of the student body and community.
4. Provide a safe, nurturing, learning environment.

Goal 3 – Individual Ability
Encourage development of individual talents, skills and behaviors.

Desired Result of Student Learning: Students will increase their development of individual talents, skills and behaviors.

Action Plan:
1. Establish additional programs that reward achievement.
2. Use "Paws"itive notes (Post Cards).
3. Provide additional opportunities for at-risk students.
4. Enhance the ESL program.
5. Enhance the reading program and build reading and writing skills across the curriculum.
6. Establish an International Baccalaureate program.
7. Provide opportunities for students to participate in clubs, teams, drama, dance, music productions, debate, etc…
8. Provide opportunities for students to develop computer and information literacy.

Goal 4 – Community Involvement
Increase parent/school/community/business communication and interaction.

Desired Result of Student Learning: Students will benefit from increased school communication and interaction with parents, the community and businesses.

Action Plan:
1. Involve parents and other adults in work based learning activities – guest speakers, job-shadowing, mentors, career fair presenters, etc…
2. Involve parents as volunteers during school hours.
3. Solicit and maintain additional business and community partnerships.
4. Include parents from diverse cultures on school committees.
5. Collaborate with community agencies to meet the needs of students and parents.

Basic Skills Competency Test Results

Student:		Student #:	8001419s	Gender	Male
Group		Ethnicity:	Caucasian	BSCT:	R,W,M

Reading Level:	4	Writing Level:	4	Math Level:	4
Reading Score	184	Writing Score	180	Math Score	177
2		2		2	
3		3		3	
4		4		4	
5		5		5	

Test 1 02/01/05   Test 2   Test 3   Test 4   Test 5

Remediation 1:		☐ Attended?	Note(s):	
Remediation 2:		☐ Attended?		
Remediation 3:		☐ Attended?		
Remediation4:		☐ Attended?		

Wednesday, April 13, 2005

2:41 PM

School _Hillcrest High School_   District _Jordan_

Target Group: _Seniors_

Target Group selection is based on the following data/information/school improvement goal: _See attached CSIP_
Goal One Action Plan 3, 4

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity (ies) or Intervention (s)	Resources/Staff Development Needed	Evaluation Method How will you measure Results? E.g. "From sample Classrooms of tenth Graders…"	Start/End Dates	Projected # of Students Impacted
Increase parent Attendance & Participation at Senior SEOP's Increase Scholarship Awareness and Access for seniors.	Goal One Action Plan 3 Action Plan 4	Senior small Group SEOP's Conducted in Senior English Classes Re-vamp SEOP Format & create Senior SEOP Booklet Make all students Aware of the many Scholarships available Monthly & bi-weekly updates in English classrooms; visits by Counselors & posted lists of scholarships	Post cards Mailed home With appointment Reminders to Students prior To their Appointment. Compiling/printing Of SEOP Booklet Printing updates Of scholarships available	Keep track of Parent attendance & compare with attendance from 2003-2004 Scholarships Awarded and Number of students Receiving those Awards	SEOP's Held September 2004 Scholarship Updated conducted September 2004 through May 2005	550

(Principal's Signature)   _Aug 2004_   _Aug 2004_   _Jeri Alcorn_

Principal's Signature   Date   Date of Staff Presentation   Prepared By

ENTERED

Utah CGP-Closing the Gap Resul~ ~eport (Small Group) 2004-2005*

Due to USOE June 15, 2005 may be submitted in other formats but include all information as required below

Counselor	Target Group	Curriculum And Materials	Start Date End Date	Process Data Number of Students Affected**	Perception Data Pre and post test Competency Attainment Or student data**	Results Data Changes in Behavior, grades, Attendance, Including Achievement Related data, And/or Skills/competency Data**	Implications: What does the Data tell you? What can the Students do with This now?
All 4 counselors Haslip (A-D) Brown (E-K) Alcorn (L-Q) Murdock (R-Z)	Senior Students And Parents	Developed New/more Relevant SEOP Curriculm (See booklet) See attached Scholarship Update that Was presented To senior twice Monthly	Senior SEOP Oct 4 through Oct 15, 2004 Scholarship Information Was Distributed All 4 quarters	535 students 123 parents	See attached Results	Students and Parents are now More aware of Post High School Opportunities More parents Were notified of Senior deadlines And opportunities More scholarships Were offered to More of our seniors	We were happy With the results And will continue With the efforts to Involve more Parents We want to Continue with our Efforts to involve More students In the scholarship Process. We want Them all to explore Their possibilities

(signature) _____

Principal's Signature

June 2005 _____

Date

June 2005 _____

Date of Staff Presentation

Jeri Alcorn _____

Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers supporting conclusions and attach data, examples and documentation

HILLCREST HIGH SCHOOL
SEOP INFORMATION 2005

Senior SEOP's are done by small group in September. Parents are invited and counselors go over a Senior Timeline for graduation, a graduation checklist, post high school and college requirements.

535 seniors and their parents were invited for a small group SEOP.
123 parents attended with their student.
23% parent attendance compared to 18% last year.

SCHOLARSHIP INFORMATION 2005

142 Students received scholarships totaling $2,971,929.75 as compared to

125 students for $1,457,783 for the 2003-2004 year

Mission – The purpose of the Hillcrest High School educational community is to provide an atmosphere that encourages education competency, social responsibility, and individual ability.

Goal 1 – Educational Competency
Establish higher student expectations for academic performance.

Desired Result of Student Learning: Students will increase their academic performance.

Action Plan:
1. Compile accurate information and inform all stakeholders of areas that need improvement.
2. Challenge each student to improve his/her grade point average and standardized test scores.
3. Encourage each student to select a career field and to take appropriate corresponding courses.
4. Increase parent attendance at SEOP meetings.
5. Provide job shadowing and internship experiences.
6. Provide additional in service opportunities for faculty to support all goals.

Goal 2 – Social Responsibility
Demonstrate appreciation for diversity and recognize the contributions of various segments of the student body.

Desired Result of Student Learning: Students will increase their appreciation for diversity, respect others, and recognize the contributions of various segments of the student body.

Action Plan:
1. Implement a character education program.
2. Sponsor multi-cultural activities.
3. Provide opportunities for school groups to be of service to members of the student body and community.
4. Provide a safe, nurturing, learning environment.

Goal 3 – Individual Ability
Encourage development of individual talents, skills and behaviors.

Desired Result of Student Learning: Students will increase their development of individual talents, skills and behaviors.

Action Plan:
1. Establish additional programs that reward achievement.
2. Use "Paws"itive notes (Post Cards).
3. Provide additional opportunities for at-risk students.
4. Enhance the ESL program.
5. Enhance the reading program and build reading and writing skills across the curriculum.
6. Establish an International Baccalaureate program.
7. Provide opportunities for students to participate in clubs, teams, drama, dance, music productions, debate, etc...
8. Provide opportunities for students to develop computer and information literacy.

Goal 4 – Community Involvement
Increase parent/school/community/business communication and interaction.

Desired Result of Student Learning: Students will benefit from increased school communication and interaction with parents, the community and businesses.

Action Plan:
1. Involve parents and other adults in work based learning activities – guest speakers, job-shadowing, mentors, career fair presenters, etc...
2. Involve parents as volunteers during school hours.
3. Solicit and maintain additional business and community partnerships.
4. Include parents from diverse cultures on school committees.
5. Collaborate with community agencies to meet the needs of students and parents.

Note: Read each scholarship application thoroughly to make sure you qualify---also to see if any supplemental documents are required.

Visit FastWeb scholarship search, which is the largest, most accurate and most frequently updated scholarship database.

Minority Scholarships
Come to the Career Center to pick up a list of websites that have scholarships available. We need more minorities to apply so that these scholarships don't go unused.

Descendants of Disabled Miners (Univ. of Utah)
Deadline:	2005-2014
Criteria:	Must have a relative who worked in the Utah mining industry and was disabled or became ill as a direct result of mining; based on financial need; attend the U. of Utah
Amount:	Two 4-year tuition waivers and reimbursement for the cost of coursework books
Contact:	Pam or Kathy in Career Center or www.sa.utah.edu/finance

Zions Bank Founders Scholarship
Deadline:	Must speak to specific people as listed in brochure re: deadline
Criteria:	Must be a senior and have a 3.0 GPA or higher
Amount:	4-year full-tuition to various Utah colleges (listed in brochure) or Boise State Univ.
Contact:	Pam or Kathy in Career Center

Zions Bank A's Scholarship
Deadline:	May 7
Criteria:	Each term, submit your report card to any Zions Bank for a chance for a regional scholarship. The more A's you have, the better your chance to win
Amount:	$150 - $1,000

APRIL DEADLINE SCHOLARSHIPS

American Cancer Society Scholarships
Deadline:	April 16, 2005
Criteria:	Diagnosed with cancer before the age of 21; Must graduate from high school in the upcoming school year; U.S. citizen and resident of Utah; 2.5 GPA or above; accepted to a univ., college, community college or vocational technical school; must become a full-time student in the upcoming academic year.
Amount:	Up to $10,000 ($2,500 increments per year)
Contact:	Pam or Kathy in Career Center

Mountain West Center - Conway B. and Elaine W. Sonne Scholarship (Utah State)
Deadline:	April 18, 2005
Criteria:	Must be a graduating senior showing talent and potential for continued leadership; must be a U.S. citizen; must be service-oriented in your community, and show academic achievement
Contact:	Pam or Kathy in Career Center

Utah Achievement Awards
Deadline:	April 18, 2005
Criteria:	Must be senior with at least a 3.0 GPA; must be nominated by your counselor
Amount:	$1,000
Contact:	Pam or Kathy in Career Center

America's Junior Miss
Deadline:	April 26, 2005
Criteria:	Must be Junior girl; minimum GPA of 3.3; active in extracurricular activities, have a performing talent, been involved in community service and strive to be physically fit.
Contact:	Pam or Kathy in Career Center

Counseling Center (Hillcrest) Scholarship
Deadline:	Submit application and essay to your counselor by April 29, 2005 2:30 p.m.
Criteria:	Must be graduating senior. The following will be taken into consideration: GPA, Extracurricular activities, Extenuating circumstances
Contact:	Your Counselor or Pam or Kathy in Career Center

Utah Mortgage Lenders Association (UMLA)
Deadline: April 30, 2005
Criteria: Must be senior; write essay on "The American Dream of Home Ownership"
Amount: $500.00
Contact: Pam or Kathy in Career Center

Bruce Angwin Memorial Scholarship
Deadline: May 1, 2005
Criteria: Open only to Juniors who will be graduating in 2006; must be majoring in electronics engineering or an approved associated field at a four-year college or univ.; must submit a 500-600 word essay; need a high school administrator's signature and transcript.
Amount: First Prize: $5,000 Second Prize: $3,000
Contact: Pam or Kathy in Career Center

BYU Management Society
Deadline: May 1, 2005
Criteria: Must be a senior in Salt Lake or Davis Counties or be over 18 to apply; must show recent community or religious service activity and should demonstrate financial need.
Amount: Three $1,000 scholarships and Four $500 scholarships

Men's Italian American Civic League
Deadline: May 1, 2005
Criteria: Must be a male of recent Italian ancestry, a 2005 graduate of a Utah high school; scholarship is based on ACT or SAT (30%); exceptional academic ability (30%); extracurricular (school, community, church, service, work related) activity involvement (20%); Italian heritage and involvement with an Italian Cultural Organization (20%)
Amount: $1,000
Contact: Pam or Kathy in Career Center

Balanced Man Scholarship (U. of U.)
Deadline: June 3, 2005
Criteria: For graduating male seniors planning on attending the U. of Utah full time who excel in academics, leadership and community involvement with the goal of becoming the future leaders of America.   Applicants are not obligated to join Sigma Phi Epsilon.
Contact: Jed Pearson at 694-2537 or utahbms@gmail.com
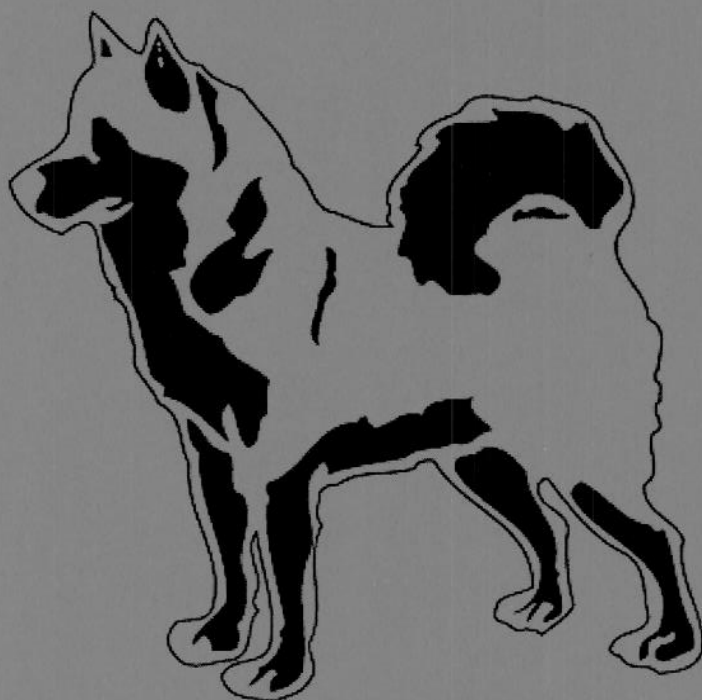   For more details, contact www.utahsigep.org/balmanscholarship.htm

Presidential Freedom Scholarships
Deadline: July 1, 2005
Criteria: Two students (Junior / Senior) can be nominated from Hillcrest; must have completed at least 100 hours of community service, and have not received this scholarship in the past.
Amount: $500, which is matched by a local community organization such as PTA, booster or alumni clubs, businesses, and local civic and fraternal organizations.
Contact: Application available on this website: www.cns.gov/scholarships

APIO (Asian Pacific Islander Organization) Scholarship
Deadline: July 15, 2005
Criteria: Must be U.S. citizen and Asian Pacific American who wishes to pursue a Bachelor degree in agriculture, any natural resource conservation related field of study, computer science or engineering at an accredited 4 year or 2 year institution.
Amount: Ten $750.00 scholarships
Contact: Pam or Kathy in Career Center

HILLCREST

HUSKIES

SENIOR SEOP
2004-2005

TABLE OF CONTENTS

FORWARD

The purpose of this booklet is to assist students and parents in making informed choices during the senior year. The information in this booklet has been organized to allow students and parents to keep abreast of the important activities during the 2004-2005 school year.

Students and parents are strongly encouraged to utilize the guidance staff throughout the senior year for help in understanding the complexities of college entrance testing, applications, scholarships and financial aid, and career direction.

COMPREHENSIVE GUIDANCE AND COUNSELING STAFF

HILLCREST HIGH SCHOOL COUNSELING CENTER...........256-5420
REGISTRAR...256-5429

Craig Haslip, Director of Guidance..........A - D
Karen Brown.....................................E – K
Jeri Alcorn.......................................L – Q
Eric Murdock....................................R – Z
Judith Zimmerman............................School Psychologist
Tracy Moore.....................................Career & Technical Education
Coordinator

Marn Coles.......................................Counseling Center Secretary
Trudy Oliver.....................................Registrar
Maureen Fuelling..............................Assistant Registrar

Important News From The Counseling Center

Now is the time to plan for a successful senior year. The Counseling Center has come up with a general timeline to help you with this process. Please keep in mind that each institution will have different deadlines. It is imperative that you keep track of when scholarship and admission deadlines occur to ensure educational opportunity.

SENIOR CALENDAR OF IMPORTANT DATES

September
□ Obtain ACT/SAT registration forms from the Counseling Center and register through the mail or online at www.act.org. September 17th is the deadline for the October 23rd test.

□ Review senior schedule and graduation credits and JCT scores with counselor.

□ Recruited athletes should send in NCAA Clearinghouse information this month if you haven't done so already.

□ **Collect and prepare portfolio for college scholarship applications.**

□ Check Counseling Center bulletin board for dates and times of college visits.

□ Sterling Scholar candidates check with department chairperson.

□ Start on any make-up credits that are required for graduation. You must see your counselor to receive the necessary paperwork.

□ Students who are still unsure about what they want to do after high school should plan on taking the ASVAB on October 22nd. See the counseling center for details.

October
□ Attend the Post-High School day on October 18th. All parents are invited to attend with their students. College representatives will be at Hillcrest to supply valuable information about their schools.

□ October 23rd – College Fair at Juan Diego HS (1-4pm)

□ Take or retake the ACT/SAT depending on college entrance requirements.

□ Check with colleges to find out if they have early admission and/or decision deadlines.

□ Check the scholarship board, English classrooms and monthly newsletter for available scholarships.

□ Begin application process for college admission and scholarships.
Please make sure that you check deadlines!

□ Check the scholarship board, English classrooms and monthly newsletter for available scholarships.

□ Interested students should obtain Information on specific college departmental scholarships.

□ Complete your self-assessment you received from your counselor. Teachers must be given a minimum of two weeks preparation time to complete letters of recommendation.

□ Continue working on any make-up work that is needed for graduation.

November

□ Attend scholarship night on November 2nd.

□Complete applications for admission to college. Include the non-refundable fee.

□ Check the scholarship board, English classrooms and monthly newsletter for available scholarships.

□ **Apply for college housing as you apply for admission.**

December

□ Check the scholarship board, English classrooms and monthly newsletter for available scholarships.

□ Some college and university scholarship applications are due.

January

□ Complete applications for admission to college. Include the non-refundable fee.

□ Obtain the FAFSA form from the Counseling Center or go on-line at www.fafsa.ed.gov. The FAFSA is to be sent as soon as possible after January 1, 2004.

□ Financial Aid Night – January 12th.

□ Check the scholarship board, English classrooms and monthly newsletter for available scholarships.

February

□ Males who are 18 years old must prove draft registration in order to receive financial aid. Registration forms can be attained from the US Post Office.

□ Register for all AP Exams by February 18th.

□ Check the scholarship board, English classrooms and monthly newsletter for available scholarships.

March

□ Remember that you must register for any remaining make-up packets by May 6th and have all make-up work completed by May 27th to be eligible for graduation ceremonies.

April

□ **Report all scholarship offers to the Counseling Center so they may be included in the Graduation Program.**

May

□ All make-up work must be completed by May 27th to be eligible for graduation ceremonies.

□ **Please clear all fines and fees prior to graduation. You will not be able to receive your diploma if you have any fine that is pending.**

□ Make certain that you accept the scholarship and/or financial aid award from the college you decide to attend and decline all others so that those funds can be made available to other students.

□ Report all scholarship offers to the Counseling Center so they may be included in the Graduation Program.

June

June 9th Graduation!

TESTING DATES

ACT

National Test Dates	Registration Deadline
October 23, 2004	September 17, 2004
December 11, 2004	November 5, 2004
February 12, 2005	January 7, 2005
April 9, 2005	March 4, 2005
June 11, 2005	May 6, 2005

SAT

National Test Dates	Registration Deadline
October 9, 2004	September 7, 2004
November 6, 2004	October 1, 2004
December 4, 2004	October 29, 2004
January 22, 2005	December 20, 2004
March 12, 2005	February 7, 2005
May 7, 2005	March 25, 2005
June 4, 2005	April 29, 2005

ASVAB

School Testing Date	Registration Deadline
October 22, 2004	October 12, 2004

Hillcrest Make-up Packets Available

Course	Teacher	Room
Biology	Houskeeper	C126
Physical Science	Bromley	C105
English	Godfrey	A209
US History	Richins	D208
World History	Richins	D208
Health	Merhish	G105
Life Fitness	Bosco	Gym
Child Development	Anderson	D110
Adult Roles	Winter	D112
World Geography	Richins	D208
Psychology	Richins	D208
Technology	Cottle	A109
Mythology	Trelease	*A201*

1. Students must meet with their counselor to determine make-up classes necessary and to obtain referral form.

2. The fee for packets is $35.00 per quarter and must be paid in the Main Office between the hours of 7:00 a.m. and 2:00 p.m. **before** meeting with teachers.

3. **Students must meet with individual teachers to obtain packets.** This is necessary so that students understand requirements and due dates for completion. Specific times are listed below:
   7:00 a.m. – 7:30 a.m.
   2:30 p.m. – 3:00 p.m.
   Exception: English teacher is available 6:30 a.m. – 7:00 a.m.
   Other times by prior arrangement.

4. Students who do not complete the make-up packet within the required time frame will be required to re-register for the packet. *This will entail paying another $35.00 and starting over*. **DO NOT MISS DEADLINES!**

Home Work Help
After School Study

Time: After school from 2:30 until 4:00.
Show up and log your hours. ½ hour is the minimum study session.

Location: Tuesday, Wednesday, and Thursday in Ms. Iverson's room C230.

Credit: 32 hours of seat time will earn ¼ credit (.25). Students may take this time to study any or all of their classes, as well as, work on make-up packets.

Who: Any Hillcrest student may choose to attend.

Study: Students will be able to receive help with studies in most subjects. Students will be encouraged to study with other students, but will not be allowed to use this time for social interaction.

Early Graduation

Students who complete early graduation may obtain a partial tuition scholarship to certain Utah colleges and universities (Centennial Scholarship).

Early Graduation Guidelines:

1. Early graduation may occur at the following times:
    - At the end of the Eleventh-grade year
    - At the end of 1st, 2nd, or 3rd quarter of the Twelfth-grade year

2. A student who desires to graduate early must declare that intent at least one quarter prior to the desired early graduation quarter.

3. A student intending to graduate early must complete 27 credits, all core requirements for graduation (including successful completion of 4 years of English credit), and pass all state and district mandated tests.

4. A student graduating at the end of the 2nd quarter of the senior year may enroll in two language arts classes during the first semester.

5. Valley High School summer credit and/or make-up packet credit does not count toward early graduation, <u>unless</u> taken to make-up a course already failed in the regular school program.

6. Only credit from accredited schools is accepted for graduation. Check with your counselor for rules governing acceleration/enrichment credit.

7. Diplomas will not be available until after commencement.

8. Students who choose early graduation may not participate in athletic, extracurricular, or academic activities after their early graduation date.

Application Process:

1. Make an appointment with your counselor to discuss credits and the possibility of early graduation.

2. **Declaration of your intent to graduate early must be made in a meeting with the principal <u>at least</u> one quarter prior to the desired early graduation date. Example: Graduate end of 2nd qtr – must meet with principal before end of 1st qtr.**

3. Obtain necessary early graduation documents from Principal Malone.

4. Set an appointment for student, parent, and Principal Malone to meet and review early graduation contract.

IMPORTANT SENIOR INFORMATION WEBSITES

Utah Schools and Colleges:

Brigham Young University	http://www.byu.edu
BYU Idaho	http://www.byui.edu
Southern Utah University	http://www.suu.edu
University of Utah	http://www.utah.edu
Utah State University	http://www.usu.edu
Utah Valley State College	http://www.uvsc.edu
Weber State University	http://www.weber.edu
Westminster College	http://www.westminstercollege.edu

College of Eastern Utah	http://www.ceu.edu
Dixie College	http://www.dixie.edu
LDS Business College	http://www.ldsbc.edu
Salt Lake Community College	http://www.slcc.edu
Snow College	http://www.snow.edu
Stevens Henager College	http://www.stevenshenager.edu

College Information and Free College Scholarship Searches:

All About College	http://www.allaboutcollege.com
Common College Application	http://www.commonapp.org
College Scholarship Locater	http://www.college-scholarships.com
Free College Scholarship Search	http://www.fastweb.com
Free College Scholarship Search	http://www.wiredscholar.com
Western Undergraduate Exchange	http://www.wiche.edu
College Board	http://www.collegeboard.com
Princeton Review	http://www.princetonreview.com
Utah Mentor	http://www.utahmentor.org
Ecampus tours	http://www.ecampustours.com

Additional Career Training:

Utah College of Applied Technology	http://www.ucats.org
Utah Electronic College	http://www.uec.org

Financial Aid Information:

Financial Aid Information	http://www.ed.gov/finaid/landing.jhtml?src=rt
Free App For Fed Student Aid (FAFSA)	http://www.fafsa.ed.gov
Loan Information	http://www.finaid.org/loans

NCAA:

NCAA Clearinghouse Registration	https://www.ncaaclearinghouse.net/ncaa/NCAA/student/index_student.html
College Athletic Scholarship Locater	http://www.college-scholarships.com/athletic.htm
College Conference Locater	http://www.ncaa.org/conferences/conferences.html

Testing:

ACT American College Testing Program	http://www.act.org
PSAT/NMSQT	http://www.collegeboard.com/student/testing/psat/about.html
SAT Scholastic Aptitude Test	http://www.collegeboard.com/student/testing/sat/about.html
ASVAB Armed Services Voc Apt Battery	http://www.asvabprogram.com

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Hillcrest High School
Self Assessment/College Recommendation

Name: _____ Phone Number: _____

Cumulative GPA: _____ Class Rank: _____

Colleges are looking for a challenging academic curriculum, evidence of creativity, energy, curiosity, and commitment. Be specific in providing the following information. Your counselor will need this information in preparing a college recommendation.

Activities

List, **IN ORDER OF IMPORTANCE TO YOU,** all major activities in which you have been involved since entering high school. Include offices held, positions played, etc. (school and non-school, curricular and extra-curricular).

1) _____ 2) _____
3) _____ 4) _____
5) _____ 6) _____
7) _____ 8) _____
9) _____ 10) _____

Tell me why you enjoy your number one activity listed above.

_____
_____
_____

Tell me how you spent your last three summers.

_____
_____
_____

Please list any academic and non-academic honors received while in high school.

1) _____ 2) _____
3) _____ 4) _____
5) _____ 6) _____

Academic

List your favorite courses in high school and why?

_____   Why? _____
_____   Why? _____

Community Service

_____
_____
_____
_____

Provide evidence of your intellectual curiosity.

_____

_____

_____

By using examples, show evidence of your creativity.

_____

_____

_____

Personal

List three adjectives that describe you and provide an example to illustrate your description.

1)_____

2)_____

3)_____

What makes you unique?

_____

_____

_____

Is there any information that you want me to include in your recommendation?

_____

_____

_____

What person has had the greatest impact on your development?

_____

_____

_____

Post High School Plans

Careers being considered:

_____

_____

_____

Possible college majors:

_____

_____

_____

Colleges being considered:

1)_____

2)_____

3)_____

4)_____

5)_____

Letter of Recommendation Suggestions

When requesting a letter of recommendation from a teacher be sure to:

Fill out the Self Assessment/College Recommendation worksheet as completely as possible. Make copies for each teacher.

Think of a teacher that knows you well.

Make an appointment to ask the teacher to write a letter of recommendation for you. Plan ahead to meet your timeline (allow the teacher 10-14 days to complete the recommendation).

At the time of the appointment, give the teacher your completed information worksheet.

Provide an unofficial copy of your transcript.

Write a short thank-you letter to the teacher who has supported you.

STEPS TO FILLING OUT YOUR COLLEGE APPLICATION

1. Read entire application before starting. Collect all necessary information (transcripts, test scores, addresses, phone numbers, names etc.) before beginning.

2. Keep all materials for applications in a file. Each college should have a separate file. Work on one application at a time.

3. Submit a neatly <u>typed</u> application and check for spelling errors. Remember -- first impressions are important. You may want to make a photocopy to work on as a rough draft before completing the final application.

4. Include in the application all of your non-academic strengths such as: leadership, drama, music, athletics, etc. Remember -- as your academic side gets weaker, the personal side of your profile needs to be stronger.

5. Have letters of recommendation typed and ready ahead of time. Be sure letters are written by someone who knows you well (your specific strengths and abilities). Letters containing specifics rather than generalities are much better. Letters should be written so they can be used for any scholarship (To Whom It May Concern).

Do not send letters of recommendation unless specifically requested.

6. If an essay is required (usually a few hundred words), this is your chance to demonstrate your creativity, your ability to think clearly, and to communicate your uniqueness. The following are very important:
   a. Neatness
   b. Proper sentence structure
   c. Spelling
   d. Interesting to read (you want to stand out—they are reading many)

7. Some colleges also require an interview. This can be your opportunity to shine. Be ready to ask plenty of questions. Try to relax (practice in advance). Review personal essay or data and be able to capitalize on strengths as well as to explain weaknesses.

8. Make and keep copies of your applications, essays, and letters for future reference in interviews and filling out other applications.

9. Request that an official transcript of your grades and test scores be sent to each college receiving an application from you. This is done by filling out a request with the Registrar in the Counseling Center.

BE SURE YOU MEET DEADLINES

TIPS FOR WRITING A PERSONAL ESSAY ON A COLLEGE APPLICATION

When you write your personal essay for your college applications:

DO start early. Leave plenty of time to revise, record, and rewrite. Be sure your essay has complete sentences, natural and specific details and style, correct grammar and spelling. Proofread and then have a knowledgeable person proofread for you.

DO read the directions carefully. You will want to answer the question as directly as possible. Be sure to follow word limits exactly. Express yourself as briefly and as clearly as you can.

DO tell the truth about yourself. The admission committee is anonymous to you; you are completely unknown to them. Even if you run into a committee member in the future, he will have no way of connecting your essay (out of the thousands he has read) to you.

DO focus on an aspect of yourself that will show your best side. You might have overcome some adversity, worked through a difficult project, or profited from a specific incident. A narrow focus is more interesting than broad-based generalizations.

DO tie yourself to the college. Be specific about what this particular school can do for you. Your essay can have different slants for different colleges.

DO keep it positive. Negatives tend to turn people off.

DO write about your greatest assets and achievements. Be proud of them!

But. . . .

DON'T repeat information given elsewhere on your application. The committee has already seen it - and it looks as though you have nothing better to say.

DON'T write on general, impersonal topics - like the nuclear arms race or the importance of good management in business. The college wants to know about you.

DON'T call attention to your shortcomings.

DON'T use clichés.

DON'T go to extremes: too witty, too opinionated, or too "intellectual." A "gimmick" essay rarely goes anywhere. The committee is amused, but unimpressed with your candidacy.

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Brigham Young University

Admission Requirements:

Deadline: February 15
$30.00 non-refundable application fee must be included

Application:
- Student Information
- School Selection/Scholarships
- Confidential Report
- Seminary/Institute Evaluation
- High School Information including an official transcript
- Extracurricular Activities
- Student Essay (300 words or less) & Other Information

To apply, use the following web site: www.BeSmart.com

Concurrent Credit: BYU will accept all college credit which appears on an official transcript from an accredited college or university regardless of when or where the work was taken. Students with 30+ semester hours concurrent credit will be considered a transfer student.

AP & IB: Extra value in the admission process will be given for AP & IB courses.

The **ACT** is required and must be submitted by the application deadline.
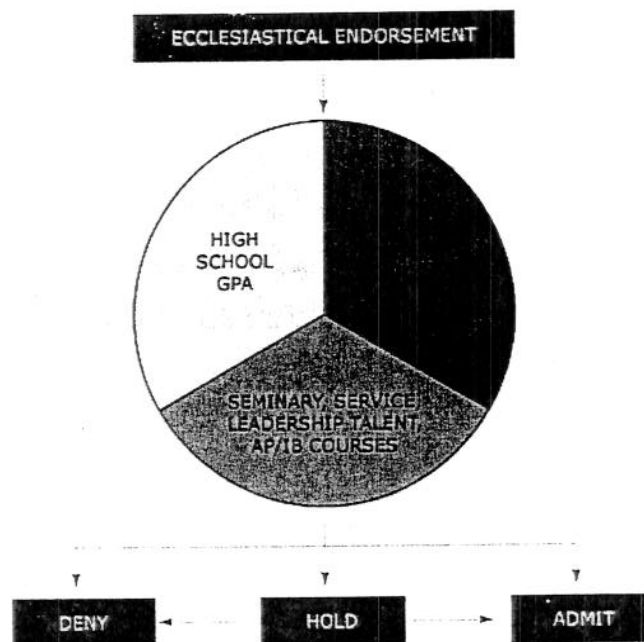
Under certain circumstances, students may defer enrollment. Contact Admissions Office for more information.

No minimum GPA or test scores are set for admission.
Last year's entering freshmen:

Average GPA = 3.74   Average ACT = 27.3

**To be considered for scholarships you must apply on-line at:
ar.byu.edu/scholarships
Scholarship Requirements:
Deadlines:

Hinckley	January 15
Heritage	February 15
BYU National Merit	February 15
Other Academic	February 15
Departmental	Contact Appropriate Departments

8 Semesters, Full LDS Tuition:

ACT Composite	33	34	35	36
GPA (unweighted)	3.89 +	3.78 +	3.66 +	3.55 +

2 Semesters, Full LDS Tuition:

ACT Composite	31	32	33	34	35	36
GPA (unweighted)	3.9 +	3.79 +	3.68 +	3.57 +	3.46 +	3.34 +

2 Semesters, Half LDS Tuition:

ACT Composite	28	29	30	31	32	33	34	35	36
GPA (unweighted)	3.95+	3.84+	3.73+	3.62+	3.51+	3.40+	3.29+	3.18+	3.06+

BYU-Idaho: www.byui.edu/scholarships
BYU-Hawaii: www.byuh.edu/studentlife/scholarship/
LDSBC: www.ldsbc.edu/scholarships/index.htm

Admission Index for Utah's Public Colleges and Universities

TEST SCORES (Enhanced)   **GPA**

ACT	SAT	4.0	3.9	3.8	3.7	3.6	3.5	3.4	3.3	3.2	3.1	3.0	2.9	2.8	2.7	2.6	2.5	2.4	2.3	2.2	2.1	2.0	1.9	1.8	1.7	1.6	1.5	1.4	1.3	1.2	1.1
36	1600	142	140	139	137	135	133	132	130	128	126	124	123	121	119	117	116	114	112	110	108	107	105	103	101	100	98	96	94	93	91
35	1580	140	138	137	135	133	131	130	128	126	124	122	121	119	117	115	114	112	110	108	106	105	103	101	99	98	96	94	92	91	89
34	1530	138	136	135	133	131	129	128	126	124	122	120	119	117	115	113	112	110	108	106	104	103	101	99	97	96	94	92	90	89	87
33	1460	136	134	133	131	129	127	126	124	122	120	118	117	115	113	111	110	108	106	104	102	101	99	97	95	94	92	90	88	87	85
32	1410	134	132	131	139	127	125	124	122	120	118	116	115	113	111	109	108	106	104	102	100	99	97	95	93	92	90	88	86	85	83
31	1306	133	131	130	128	126	124	123	121	119	117	115	114	112	110	108	107	105	103	101	99	98	96	94	92	91	89	87	85	84	82
30	1320	131	129	128	126	124	122	121	119	117	115	113	112	110	108	106	105	103	101	99	97	96	94	92	90	89	87	85	83	82	80
29	1280	129	127	126	124	122	120	119	117	115	113	111	110	108	106	104	103	101	99	97	95	94	92	90	89	87	85	83	82	80	
28	1240	127	125	124	122	120	118	117	115	113	111	109	108	106	104	102	101	99	97	95	93	92	90	88	87	85	83	81	80	79	
27	1210	126	124	123	121	119	117	116	114	112	110	108	107	105	103	101	100	98	96	94	92	91	89	87	85	83	81	79	78	76	
26	1170	124	122	121	119	117	115	114	112	110	108	106	105	103	101	99	98	96	94	92	90	89	87	85	84	82	80	78	77	75	
25	1140	122	120	119	117	115	113	112	110	108	106	104	103	101	99	97	96	94	92	90	88	87	85	83	81	80	78	76	75	73	
24	1100	120	118	117	115	113	111	110	108	106	104	102	101	99	97	95	94	92	90	88	86	85	83	81	79	78	76	74	72	71	69
23	1060	118	116	115	113	111	109	108	106	104	102	100	99	97	95	93	92	90	88	86	84	83	81	79	77	76	74	72	70	69	67
22	1030	117	115	114	112	110	108	107	105	103	101	99	98	96	94	92	91	89	87	85	83	82	80	79	76	75	73	71	69	68	66
21	990	115	113	112	110	108	106	105	103	101	99	97	96	94	92	90	89	87	85	83	81	80	79	76	74	73	71	69	67	66	64
20	950	113	111	110	108	106	104	103	101	99	97	95	94	92	90	88	87	85	83	81	79	78	76	74	72	71	69	67	65	64	62
19	910	111	109	108	106	104	102	101	99	97	95	93	92	90	88	86	85	83	81	79	77	76	74	72	70	69	67	65	63	62	60
18	860	109	107	106	104	102	100	99	97	95	93	91	90	88	86	84	83	81	79	77	75	74	72	70	69	67	65	63	62	60	
17	820	108	106	105	103	101	99	98	96	94	92	90	89	87	85	83	82	80	78	76	74	73	71	69	67	65	63	61	60	58	
16	770	106	104	103	101	99	97	96	94	92	90	88	87	85	83	81	80	79	76	74	72	71	69	67	66	64	62	60	59	57	
15	720	104	102	101	99	97	95	94	92	90	88	86	85	83	81	79	78	76	74	72	70	69	67	65	64	62	60	58	57	55	
14	670	102	100	99	97	95	93	92	90	88	86	84	83	81	79	77	76	74	72	70	68	67	65	63	61	60	58	56	54	53	51
13	600	100	98	97	95	93	91	90	88	86	84	82	81	79	77	75	74	72	70	68	66	65	63	61	59	58	56	54	52	51	49
12	540	99	97	96	94	92	90	89	86	85	83	81	80	79	76	74	73	71	69	67	65	64	62	60	58	57	55	53	51	50	48
11	480	97	95	94	92	90	88	87	85	83	81	79	78	76	74	72	71	69	67	65	63	62	60	58	56	55	53	51	49	48	46
10	430	95	93	92	90	88	86	85	83	81	79	77	76	74	72	70	69	67	65	63	61	60	58	56	54	53	51	49	47	46	44
9	400	93	91	90	88	86	84	83	81	79	77	75	74	72	70	68	67	65	63	61	59	58	56	54	52	51	49	47	45	44	42
7	350	90	88	87	85	83	81	80	79	76	74	72	71	69	67	65	64	62	60	58	56	55	53	51	49	48	46	44	42		
6	320	88	86	85	83	81	79	78	76	74	72	70	69	67	65	63	62	60	58	56	54	53	51	49	48	46	44	42	41	39	
5	290	86	84	83	81	79	77	76	74	72	70	68	67	65	63	61	60	58	56	54	52	51	49	47	45	44	42	40	38	37	35

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University of Utah

Admission Application Requirements:

- Preferred filing date December 15th 2004
- $35.00 nonrefundable-processing fee (Do Not Send Cash)
- ACT scores
- Official Transcript
- Complete the application on-line
- Send official transcript (Registrar provides this service)
- Concurrent Enrollment transcript must be sent in by the college

Scholarship Application Requirements:

- **Merit, Leadership, and Diversity** due February 1st 2004
- Preferred application mode is over the Web
- Must have already applied for admission
- Must take ACT by December 2004 to qualify for this award
- **Merit, Leadership, and Diversity** all require the following elements:

    1. Student Government
    2. Debate/Speech
    3. Art/Dance/Music/Theater
    4. Publications
    5. Academic Teams
    6. Academic Clubs
    7. Athletics
    8. Extracurricular Activities:
       Community Service/Church Service/Work-Related

Merit

Presidential
Honors At Entrance
Honors Program
University of Utah Merit
University of Utah Merit with Presidential Honors
Top Ten (Available to anyone who finishes within the top 10% of their class)

Meet one or several of the following criteria:
1. National Merit Finalist and an ACT composite of 28 or higher
2. 3.9 cumulative GPA
3. Admissions Index of 128

Awards are for at least 8 semesters of tuition and vary depending on the scholarship

Top Ten (Available to anyone who finishes within the top 10% of their class)
Award is for $1000 towards tuition and fees and is nonrenewable

Note: Students with 31 or more semester hours of Concurrent Enrollment credit (Not AP) are considered transfer students and are not eligible for freshman scholarships.

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Leadership

Criteria:

i. 3.0 cumulative GPA or higher and demonstrate outstanding leadership abilities
ii. Fill out General Freshman Scholarship form
iii. One Letter of Recommendation (Use the UofU form)
iv. One page essay that describes your most significant leadership challenge and how you met it
v. Award is for 2 semesters of resident tuition and is nonrenewable

Diversity

Criteria:

i. No cumulative GPA requirement
ii. Fill out General Freshman Scholarship form
iii. One Letter of Recommendation (Use the UofU form)
iv. Submit a one page essay in which you illustrate your geographical, ethnic, and/or cultural background, and how it will contribute to an educationally diverse experience for students at the University of Utah
v. Awards vary but can be for up to full-tuition

Financial Need

Criteria:

i. Fill out Application for Admission
ii. Fill out Application For Scholarships Based On Financial Need
iii. Fill out the FAFSA after January 1st 2005

For more information please use the following Web Site: http://www.sa.utah.edu/finance

UTAH STATE UNIVERSITY

Admission Application Requirements:
- 2.5 GPA
- 19 ACT
- Complete required courses
- 90 index score

Application Process:
- Application Form
- Transcript
- ACT score
- $35.00 non-refundable fee must be included
- Application due April 1st (February 1st for scholarship consideration)

Scholarship Deadlines:
- Priority Deadline – December 1st
- Scholarship Deadline – February 1st

Scholarships (www.usu.edu/admissions/scholarship/)

Presidential
- 4 year award ($11,000)
- 124+ index score
- 3.5 GPA
- 25 ACT

Dean's
- 4 year award ($5,500)
- 117+ index score
- 3.5 GPA
- 25 ACT

Educational Opportunity
- based on financial need, first-generation college student, geographic location
- semester ($1,375)
- 3.0 GPA
- 19 ACT

University Ambassador Program

- semester ($1,375)
- 3.4 GPA
- 24 ACT
- extensive recruitment portfolio and two letters of recommendation

Alumni Chapter Scholarships

Zion's Bank Founders Scholarship

- based on academic achievement, citizenship and community involvement
- 3.0 GPA
- One-page essay that addresses why they should be considered for this scholarship
- Letter of recommendation

Salt Lake Community College

Admission Application Requirements:

- Open admissions
- Scholarship applicants must be admitted by March 1st
- $35 application fee
- Check with Enrollment Services if you've taken concurrent classes

Scholarship Application Requirements:

- Apply for admissions and pay $35 application fee by March 1st
- Submit a separate application for each scholarship
- You can receive only one tuition waiver scholarship
- You may apply for more than one

Scholarships

- Honors at Entrance
- Presidential/Leadership
- Departmental
- Diversity/Leadership
- Performing Arts
- Foundation Scholars
- Zion's Founder
- Foundation General

Common Criteria

- Application for Admissions
- High school transcript (may be unofficial)
- Completed scholarship application (a one page application)
- One page essay
- Two letters of recommendation
- Detailed listing of community service, extracurricular, leadership, awards
- ACT or CPT score
- Audition (for Performing Arts Scholarship)

All students may apply for financial aid, in addition to scholarships

- By May 1st
- File U.S. income taxes (you and your parents)
- Complete the Free Application for Federal Student Aid (FAFSA)

For more info visit www.slcc.edu/scholarships

SLCC Skills Center

The Skills Center offers open-entry/open-exit, competency-based, non-credit courses and intensive student support services. Programs and services are individualized, flexible, and responsive to business and industry requirements.

Admissions

- Apply at Skills Center Enrollment Services -- South City or Redwood Campus
- Cost: $2.25 per hour

Examples of Skills Center Programs and Certificates
- Accounting
- A/C, Heat, Refrigeration
- CDL (Commercial Driver's License)
- CNA (Certified Nurse Assistant)
- Computer Tech and Electronic Programs (many programs)
- Customer Support
- Data Entry for Medical Billing
- Diesel Systems
- Health Information/ Medical Coding
- Office Information Systems
- Professional Truck Driving
- Welding

(Example: CNA = $238.50; CDL = $1,950.00)

Salt Lake / Tooele Applied Technology College

Flexible -- Focused -- Affordable

Examples of SLTATC Programs
- Business Technologies (Acct, Administrative Assistant, Medical Office, Microsoft Office)
- Corporate Training
- Health Care Technologies (Billing, CNA, Transcription, Pharmacy Tech)
- Information Technologies (CISCO, Microsoft, Novell, etc...)
- Public Safety (EMT, Safety Management, Firefighter)
- Transportation Technologies (Automotive, Diesel, CDL)
- Cost: $ .95 - $3.00 per hour

For more info visit www.sltatc.org

FINDING A JOB

FULL-TIME, PART-TIME, OR SUMMER EMPLOYMENT

Where To Begin Your Job Search

1. **Career Center Bulletin Board**

   Each Week the Career Center posts employment opportunities that are available to high school age students. Most of the jobs are part-time and offer employment after school or on weekends.

2. **Utah State Employment Offices**

   Free employment counseling and placement is available at the following location:
   Utah State Government
   Workforce Services Department
   140 East 300 South
   Salt Lake City, UT 84111

3. **Newspaper Classified Ad Section**

   Most students will find possible employment opportunities under the section listing "General or Part-time Employment".

4. **Friends, Neighbors, and Relatives**

   Let friends and neighbors know that you are seeking employment. Often times they can inform you of current job openings in their place of employment.

5. **Private Employment Agencies**

   Most private employment agencies will charge a fee for helping you find a full-time job. Many employment agencies who specialize in temporary employment do not charge for their service. Obtain all the information you can before you sign a contract, especially if there are fees for the service. Private employment agencies can be found in the yellow pages of the telephone book.

JOB APPLICATION CHECKLIST

1. Complete your application in black or blue ink. Print or type if your handwriting is poor.
2. Watch your spelling, proofread your application to find errors.
3. Have your Social Security number, names and addresses of references, as well as places and dates of previous employment.
4. Answer all questions on the job application; write N/A if the question does not apply to you.
5. Give complete information; avoid vague responses to questions.

INTERVIEWING

1. Arrive about ten minutes before your scheduled appointment.
2. Dress neatly, conservatively, and appropriately for the prospective job.
3. Go to the interview alone.
4. Know something about the company to whom you are applying.
5. Do not chew gum, candy, or have mints in your mouth.
6. Show a sense of enthusiasm and interest in the prospective job.

ADDITIONAL INTERVIEWING COURTESIES AND TECHNIQUES

1. Introduce yourself and extend your hand to shake hands with the interviewer.
2. Wait to be directed as to where to be seated by the interviewer.
3. Remember to smile and make eye contact.
4. Avoid using slang or improper English.
5. Give complete answers to questions, try to avoid one-word responses.
6. Try to generate confidence that you can handle the job.
7. Try to remember the interviewer's name and use it several times in the interview.
8. Show courtesy at the end of the interview by thanking them for their time.
9. Send a thank you note to let them know that you are interested in the job.

QUESTIONS FREQUENTLY ASKED DURING AN INTERVIEW

1. Why should I hire you? Tell me about yourself?
    (*Explain why you are interested in and qualified for the job.*)
2. What are your major strengths?
    (*Stress your abilities and skills that relate to the job.*)
3. What are your major weaknesses?
    (*Keep your responses related to work, try to avoid overly negative information*)
4. What experiences have you gained from other employment?
    (*Slant your previous experiences toward the present job opening.*)
5. Why did you leave your previous job?
    (*Be brief and unemotional, avoid being negative about former employer.*)
6. What kind of compensation are you looking for?
    (*Be familiar with current salaries; be willing to negotiate your salary.*)
7. Are you applying to other companies?
    (*Be honest, but you are not required to identify the other prospects.*)
8. Is there someone we can contact who is familiar with your abilities?
    (*When giving references, have their full name and title, complete address, and make sure that you have asked their permission.*)

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Financial Aid

WHAT ARE THE PRIMARY SOURCES OF FUNDS FOR COLLEGE?

Personal Investment: Parents and students will always be expected to contribute to the cost of a college education.

Scholarships: Scholarships are awards usually based on skill, ability, talent, achievement or need. Private scholarships make up less than one percent of available student aid. The majority of scholarship money is funded by colleges and universities.

Military Funding: Military benefits may also be available to individuals (or their dependents) who have performed or are preparing to enter the military service.

Government Grants: Grants are funds that generally do not have to be repaid. (A recipient, who fails to enroll, withdraws, or changes enrollment status may owe a refund or repayment depending on the school's refund/repayment policy.) Grants are usually awarded according to an applicant's financial need.

The following grants do not require repayment:
- Pell Grant
- State Student Incentive Grant (SSIG)
- Supplemental Educational Opportunity Grants (SEOG)
- TRIO Programs (for info www.ed.gov/offices/ope/hep/trio/

Work Study: Work study programs subsidize student jobs on or off campus. Waivers of tuition and/or fees are offered by some schools.

Student Loans: Borrowing money for school is probably the last resort since students eventually have to pay back what they borrow. Some student loans are subsidized by the federal government depending on need.

HOW TO APPLY FOR FINANCIAL AID

The first step in applying for financial aid is to apply for admission to the colleges that interest you. Most colleges require that students be accepted for admission before they will offer financial aid. In addition, parents must complete the FAFSA (Free Application for Federal Student Aid) published by the federal government. All local colleges and universities require the FAFSA to determine financial aid eligibility. Some scholarships also require the FAFSA. Some colleges also have their own financial aid forms that parents must complete. Check with the colleges to which you are applying to determine the form(s) they require.

The FAFSA is available in the counseling center after January 1st or on the internet at www.fafsa.ed.gov.

F.A.F.S.A = $
Free Application for Federal Student Aid

Who?
Who should fill out a FAFSA? Any student interested in financial aid for post-secondary schooling.

What?
What are FAFSA results? After processing your FAFSA, the Department of Education mails your Student Aid Report (SAR) to you and sends a copy electronically to the schools you list on your FAFSA. Schools use your SAR's Expected Family Contribution (EFC) number to determine if you will receive federal financial aid. If you qualify, the school prepares a financial aid package to help you meet your financial need. Financial need is the difference between your school's cost of attendance and your EFC.

What are the Federal Student Aid Programs? The Federal Student Aid Programs, described below, are administered by the U.S. Department of Education and provide over $33 billion a year to students attending post-secondary schools:
- Federal Pell Grants- grants which do not have to be repaid.
- Federal Stafford Loans- subsidized loans in which the government pays the interest while you are in school and unsubsidized in which you are responsible for paying the interest.
- Federal PLUS Loans- unsubsidized loans made to parents.
- Campus based programs- including grants, work study, and Perkins loans.

What are SAR, EFC, and DRN?
- **SAR:** The Student Aid Report (SAR) summarizes the information you report on your FAFSA. The schools you list on your application receive electronic copies of your SAR and use the information to determine if you are **eligible** for federal financial aid.
- **EFC:** If your FAFSA information is complete, an Expected Family Contribution (EFC) will appear on the upper right hand corner of page one of your SAR. Your school will use the EFC in determining your financial aid award.
- **DRN:** A four-digit Data Release Number (DRN) which you can use to report change of address, request duplicate copies of your SAR to be mailed to you, and release extra copies of your SAR electronically to schools.

When?
When should I submit my FAFSA? To make sure that any financial aid package your school offers you will contain aid from as many sources as possible, apply as soon as you can after January 1st. Note: Filling out tax returns for you and your parents first will make completing the FAFSA easier. However, you do not need to submit tax returns to the IRS before you submit your FAFSA. Once you file tax returns, you must correct on your FAFSA any income or tax information that may have changed.   **More>>>**

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When will you get your FAFSA results? It will take the Department of Education seven days to process your FAFSA and send you a Student Aid Report (SAR) by mail once they have received all required signatures. The fastest way to receive results is to fill out a FAFSA on the Web application, provide a valid and current email, and sign the application electronically using a U.S. Department of Education PIN (see link to PIN site at fafsa.ed.gov).

Where?

Where can I find information about FAFSA? At the website www.fafsa.ed.gov. Other sources of information include the financial aid office at the school you plan to attend, library reference sections under the listing "financial aid", and the website www.studentaid.ed.gov. Note: filling out the FAFSA and applying for student financial aid is free. Be wary of services requesting a fee to help submit such information.

How?

How do I apply for financial aid? Completing the FAFSA is the first step in the financial aid process. Next, the Department of Education will send you and your selected schools a SAR which will summarize the data you report on your application. Keep a copy of your SAR and note your Date Release Number (DRN) in the upper right hand corner of the first page; you will need your DRN if you decide to apply to additional schools. An Expected Family Contribution (EFC) will be printed near your DRN. Your EFC is based on the financial information you provide on the FAFSA and your school will use it to determine your eligibility for financial aid.

Why?

Why fill out a FAFSA? To apply for federal student financial aid, and to apply for many state student aid programs, students must complete a FAFSA. The information you provide on your FAFSA determines if you are eligible for financial aid. Many schools also use the FAFSA to award aid from their programs.

Why fill out a FAFSA on the Web? Several good reasons to consider FAFSA on the Web rather than a paper FAFSA:
- FAFSA on the Web is faster than applying for aid by paper.
- FAFSA on the Web uses skip logic so you will need to answer fewer questions than on paper.
- FAFSA on the Web check your answers before you submit your application, so there is less chance your application will be rejected because of missing or conflicting information.

Source: www.fafsa.ed.gov – U.S. Department of Education

Utah CGP-Guidance Activities Action Plan (Large Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School _____ Jordan High School _____ District_____ Jordan _____

Target Group:(whole school, entire class)_____ All eleventh graders _____

Target Group selection is based upon the following data/information/school improvement goals:__ To improve their participation in SEOP proces

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
More involvement in SEOP process	AL-C1	Student driven SEOP by use of SEOP/registration form.	SEOP survey included on registration card.	Number of students checking off topics to discuss.	March 1,05 March 30,05	700

_____   September '04   _____   C.H. Groot
Principal's Signature   Date   Date of Staff Presentation   Prepared By   ENTERED
*adapted from the ASCA National Model: A Framework for School Counseling Programs

Utah CGP-Guidance Activities Resu᠎ Report (Large Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School ___Jordan High School___ District ___Jordan___

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Groot Oakeson Poulsen Vargas	All 11th graders	Registration card	March 1'05 March 30	680	Students will be in control of deciding the topics for their individual SEOP.	Compilation of student driven SEOP included: 1.Graduation 100% 2.College 80% 3.ACT 90% 4.Makeup 50% 5.Work Ex 20% 6.Scholarships 60% 7.Military 15%	We found that when given the chance students do know what they want information about. It was nice to be able to individualize the SEOP's.

_____   ___May 31, 2005___   _____   ___C.H. Groot___
Principal's Signature   Date   Date of Staff Presentation   Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers and attach data, examples and documentation

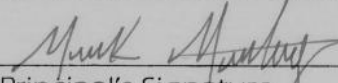# Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School _____ Jordan High School _____ District _____ Jordan _____

Target Group: _____ Failing sophomores _____

Target Group selection is based on the following data/information/school improvement goal: _____ Two or more failing grades on report card.

_____

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders. . ."	Start/End Dates	Projected # of Students Impacted
Improved grades	AL:A2	Study Groups Topics: 1. Organization 2. Time Mgt. 3. Test Taking 4. Note Taking	4 counselors Study packet	Compare current grades with next quarters grades.	November '04 May '05	50

_____   __ September 04 __   _____   __ C.H. Groot __
Principal's Signature   Date   Date of Staff Presentation   Prepared By
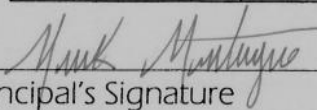*adapted from the ASCA National Model: A Framework for School Counseling Programs

ENTERED

School____Jordan High School_____District_____Jordan_____

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Groot Oakeson Poulsen Vargas	Failing 10th graders	Study packet	Nov. '04 May '05	40	Pre GPA 1.11 Post GPA 1.0	No average gain in GPA. There were a few bright moments where students did improve but overall we saw no net gain. However, these students did seem to connect with their counselor and we did see them self refering regularly.	We felt the group approach did not work with the majority of students we targeted. We have decided to select a different project for next year.

_____   May 31, 2005   _____   ____C.H. Groot_____
Principal's Signature   Date   Date of Staff Presentation   Prepared By
*adapted from the ASCA National Model: A Framework for School Counseling Programs   **Include actual numbers supporting conclusions and attach data, examples and documentation

Utah CGP-Guidance Activities Action Plan (Large Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School: Riverton High School   District   Jordan School District

Target Group:(whole school, entire class)   10th & 11th Grade Students

Target Group selection is based upon the following data/information/school improvement goals: Identify college bound students through SEOP
Conferences; SEOP Data & number of students participating in PLAN, PSAT, & ACT Tests.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders…"	Start/End Dates	Projected # of Students Impacted
Increase # of PLAN, PSAT, and ACT canidates,as RHS is a fairly new school. Continued evaluation annually by #'s of students signed up to take each test. Educate parents, students, and community about each test and highly advertise and promote each test.	Riverton High School Action Plan and Accreditation DRSL. − Lifelong Learning	SEOP Conferences, Direct Web access lines to sign-up for ACT & SAT, promote during orientation night for each grade level, Promote & advertise in student's English classes.	Counselors, Parent Invitations to SEOP's and evening orientations, registration materials for each test, parent brochures SEOP Conference time and class time in English.	Annually assess # of students signing up for each exam and participating in testing. If results are positive, RHS will see an increase in number of students participating in these tests.	8/04 − 6/05 Each year annually	700 − 11th grade 800 − 10th grade ──────── 1,500 +/−

Principal's Signature   Date 6/1/05   Date of Staff Presentation 8/13/04   Prepared By Deborah M...

*adapted from the ASCA National Model: A Framework for School Counseling Programs

ENTERED

Utah CGP-Guidance Activities Resu~ Report (Large Group) 2004-2005*

Due to USOE June .15, 2005: may be submitted in other formats but include all information as required below.

School___Riverton High School_____District_____Jordan School District_____

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Teresa Klanderud Janeen McMillan Jerry Payne Debi Warr	College Bound students identified through SEOP Conferences.	SEOP Conferences; Links from school website to registration for tests; Promotions during Orientation nights counselor class visits to English & Careers classes; Registration materials for tests in Counseling Center; Parent brochures.	8/04 - 6/05	173/835 Sophmores took PLAN; 91/777 Juniors took PSAT; 621 total ACT tests were taken.	Number of students taking the PSAT has dropped as we move to Saturday testing. We expected this result, but think that participation will level out and students will begin to focus on the importance of this test more than they have in the past. The number of ACT tests given increased dramatically as Riverton High School became a testing site and students could test "at home".	Students are becoming more aware of testing requirements and opportunities through dilivery of information in SEOP's, over the web, and in classroom presentations. Opportunities are becoming available for students to prepare more thoroughly for National tests.	Other means of encouraging students to take PLAN and PSAT tests may be beneficial. A closer look at student scores on the PSAT and ACT could be an important consideration. PSAT and ACT after school preparation classes have been well received by the community and are likely to continue in future years.

_____   6/1/05   6/1/05   _____
Principal's Signature   Date   Date of Staff Presentation   Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers and attach data, examples and documentation

RIVERTON HIGH SCHOOL
ACT TEST TRENDS
NUMBER OF TESTS TAKEN

2001-2002	JUNE	OCT	DEC	FEB	APRIL
SOPHOMORES	2	-	1	-	4
JUNIORS	122	6	7	-	149
SENIORS	13	135	63	-	13
TOTAL 515	137	141	71	0	166

2002-2003	JUNE	OCT	DEC	FEB	APRIL
SOPHOMORES	-	1	-	-	1
JUNIORS	-	6	22	24	170
SENIORS	1	124	119	7	25
TOTAL 500	1	131	141	31	196

2003-2004	JUNE	OCT	DEC	FEB	APRIL
SOPHOMORES	4	-	-	1	1
JUNIORS	82	9	10	29	147
SENIORS	8	142	58	15	14
TOTAL 522	94	151	68	45	164

2004-2005	JUNE	OCT	DEC	FEB	APRIL
SOPHOMORES	2	-	2	1	3
JUNIORS	141	18	52	20	56
SENIORS	5	133	40	125	22
TOTAL	148	151	94	146	81

RIVERTON HIGH SCHOOL
TESTING RESULTS (UPDATED 6/04)
PLAN, PSAT, ACT

	00-01	Format	01-02	Format
PLAN	7/684	Tech Atrium	129/726 Soph.	Tech Atrium
PSAT	26/684	Tech Atrium 1 Nat'l Merit Applicant	160/726 Jun. 23 at 80%tile+ 9 at 90%tile+	Tech Atrium
ACT			515 tests taken	Neighboring schools

	02-03	Format	03-04	Format
PLAN	150/707	Tech Atrium 11/5/02	149/835	Tech Atrium 11/5/03
PSAT	139/710	Tech Atrium 10/19/02	131/714 18 at 80%tile+ 7 at 90%tile+ 3 Nat'l Merit Scholar Applicants: 96%tile; 97%tile;98%tile	Tech Atrium 10/21/03
ACT	500 tests taken	Neighboring schools	522 tests taken	Neighboring schools

	04-05	Format
PLAN	173/835	Tech Atrium 11/10/04
PSAT	91/777	Tech Atrium Saturday, 10/16/04
ACT	620 tests	Riverton High School

School Riverton High School   District Jordan School District

Target Group: Randomly selected students with cumulative GPA in 1.5 - 2.5 range at end of 8th grade.

Target Group selection is based on the following data/information/school improvement goal 8th grade Cum GPA - Project begun at

       Middle Schoool level.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
Increase GPA	DRSL: Employ-ability Action Plan #1 as defined by School Improve-ment Committee.	Identified students to meet individually with counselor, set GPA goals and strategies dur-ing quarter, then follow up for evaluation at end of quarter.	Counselor driven	Assess and measure increase in GPA data gathered from PowerSchool and the District Delta system.	8/04 - 6/05	120 over 3 years.

Principal's Signature   6/1/05   8/13/04   Prepared By

                               Date   Date of Staff Presentation

adapted from the ASCA National Model: A Framework for School Counseling Programs

ENTERED

RIVERTON CONE DATA PROJECT

> ### OBJECTIVE:
> - To evaluate the effect of counselor mentoring on GPA/graduation success for students whose grades are in the mid to low range upon entering 9th grade

> ### STUDENTS AFFECTED:
> - 40 per graduating class; 20 from each middle school annually
> - Randomly selected from students with cumulative GPA in 1.5-2.5 range at end of 8th grade
> - Students followed 9th thru 12th grade

> ### INTERVENTIONS:
> - Counselors meet with students individually and set goals, incentives
> - 2 meetings per quarter, at first of quarter and midterm
> - Goal, GPA recorded for each quarter

> ### EVALUATION:
> - Tracking of GPA, comparison percentages
> - Ongoing EXCEL spreadsheet kept by counselors
> - Annual report of overall results for annual June Comprehensive Guidance report

> ### PROJECT START:
> - August 2003 with Class of 2007

OQUIRRH HILLS MIDDLE SCHOOL
Counselors: Brittany Bell, Brian DeVries

SOUTH HILLS MIDDLE SCHOOL
Counselors: Lori Jones, Linda Tranter

Riverton Cone

RIVERTON HIGH SCHOOL
Counselors: Teresa Klanderud, Alane Marriott, Jerry Payne, Debi Warr

School   Riverton High School   District   Jordan School District

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Teresa Klanderud Janeen McMillan Jerry Payne Debi Warr	1.5 – 2.5 GPA Sophomore Students	Individual student meetings	8/04 – 6/05	Approximately 40 Sophomore students	Individual GPA's averaged a slight increase, through the time of year (quarter) appeared to be a more significant factor in many cases than the project.	Students on average demonstrated a very slight increase in GPA from quarter to quarter.	Our experience & results have led to a closer look at this project which will be on-going & throughout our cone. We have met with our feeder schools & redefined our process & our methods for identifying students. We will follow the same group of students throughout their years of high school with the project & will establish a control group for comparison.

_____   6/1/05   6/1/05   _____
Principal's Signature   Date   Date of Staff Presentation   Prepared By

Adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers supporting conclusions and attach data, examples and documentation

RIVERTON CONE DATA PROJECT 2004-2005

STUDENT	03-'04 GPA	Q1 DATE SEEN	DATE SEEN	Q1 GPA	Q2 DATE SEEN	DATE SEEN	Q2 GPA	Q3 DATE SEEN	DATE SEEN	Q3 GPA	Q4 DATE SEEN	Q3 CUM GPA	GPA increase	% increase
AA	2.706	22-Sep	4-Nov	1.95	10-Jan	16-Feb	1	14-Mar	19-Apr	2.81	3-May	2.39	-0.32	-13.2218
BA	2.931	4-Oct	4-Nov	2.91	10-Jan	16-Feb	3.2	14-Mar	19-Apr	2.86	3-May	2.963	0.03	1.07999
EB	1.789	5-Oct	4-Nov	2.5	17-Dec	16-Feb	3	14-Mar	20-Apr	3.42	3-May	2.306	0.52	22.4198
JB	2.866	5-Oct	4-Nov	3.63	17-Dec	14-Feb	1.57	14-Mar	18-Apr	2.2	3-May	2.673	-0.19	-7.22035
MB	2.223	4-Oct	4-Nov	2.67	17-Dec	16-Feb	3.1	14-Mar	19-Apr	2.86		2.596	0.37	14.3683
KC	2.16		4-Nov	0.53	10-Jan	16-Feb	1.39	14-Mar	20-Apr	2.05	3-May	1.845	-0.32	-17.0732
CC	2.656	4-Oct	18-Nov	2.95	17-Dec	15-Feb	2.29	14-Mar	19-Apr	2.62		2.647	-0.01	-0.34001
BC	2.129	4-Oct	18-Nov	1.76	10-Jan	16-Feb	1.14	14-Mar	20-Apr	2.24	3-May	1.944	-0.19	-9.51646
JD	1.266	27-Sep	19-Oct	0.83	10-Dec	20-Jan	0	14-Mar		0.79	2-May	0.291	-0.98	-335.052
MD	2.013	27-Sep	19-Oct	2.24	10-Dec	12-Jan	1.38	14-Mar		1.38	28-Apr	1.857	-0.16	-8.40065
CE	2.465	27-Sep	19-Oct	2.79	13-Dec	13-Jan	1.88	14-Mar		1.38	2-May	2.269	-0.20	-8.63817
TG	1.878	27-Sep	19-Oct	1.86	13-Dec	12-Jan	1.86			1.95	28-Apr	1.883	0.01	0.26553
MH	2.153	27-Sep	19-Oct	2.53	13-Dec	13-Jan	2.39	31-Mar		2	29-Apr	2.292	0.14	6.06457
MI	3.334	27-Sep	19-Oct	3.11	13-Dec	19-Jan	1.94	14-Mar		2.33	2-May	3.124	-0.21	-6.72215
JJ	3.2	27-Sep	19-Oct	2.29		13-Jan	1.86	14-Mar		2.54	28-Apr	2.805	-0.40	-14.082
AK	2.346	27-Sep	19-Oct	3.28	13-Dec	13-Jan	3.52	14-Mar		3.09	29-Apr	2.766	0.42	15.1844
NK	2.27	27-Sep	19-Oct	2.04	13-Dec	13-Jan	1.88	14-Mar		2.42	29-Apr	2.257	-0.01	-0.57599
ML	1.724	13-Oct	17-Dec	3.17	19-Jan	2-Mar	2.45	22-Mar	25-Apr	2.21	16-May	2.164	0.44	20.3327
HL	1.548	12-Oct	17-Dec	1.96	18-Jan	2-Mar	2	22-Mar	7-Apr	1.29	13-May	1.647	0.10	6.01093
SL	1.938	12-Oct	17-Dec	3.33	18-Jan	9-Mar	2.71	22-Mar	27-Apr	2.38	13-May	2.327	0.39	16.7168
BM	2.539	12-Oct	17-Dec	3.28	18-Jan	2-Mar	3	23-Mar	27-Apr	3.57	13-May	2.873	0.33	11.6255
MM	2.167	12-Oct	17-Dec	3.63	19-Jan	2-Mar	2.5	22-Mar	28-Apr	2.71	13-May	2.54	0.37	14.685
ZN	2.345	12-Oct	17-Dec	2.83	18-Jan	2-Mar	2.12	22-Mar	27-Apr	1.79	13-May	2.492	0.15	5.89888
JP	2.923	13-Oct	17-Dec	3.13	18-Jan	2-Mar	3	22-Mar	27-Apr	2.59	13-May	2.915	-0.01	-0.27444
MP	2	13-Oct	17-Dec	2.21	18-Jan	2-Mar	1.91	22-Mar	28-Apr	2.00	13-May	2.007	0.01	0.34878
AR	1.721	20-Oct	17-Dec	2.2			1.4	8-Mar	31-Mar	1.96		1.71	-0.01	-0.64327
JR	2.528	20-Oct	17-Dec	2.57			3.8	7-Mar	31-Mar	2.57		2.6	0.07	2.76923
YR	1.703	20-Oct	17-Dec	2.62			1.7	7-Mar	31-Mar	1.71		1.92	0.22	11.3021
MS	2.5	20-Oct	17-Dec	3.91			3.4	7-Mar	31-Mar	3.62		3.04	0.54	17.7632
MS	2.222	20-Oct	17-Dec	2.62			1.6	7-Mar	1-Apr	2.17		2.19	-0.03	-1.46119
MSM	1.918	20-Oct	14-Dec	1.67			2.4	8-Mar	31-Mar	2.54		2.12	0.20	9.5283
CS	2.434	20-Oct	17-Dec	2.13			1	3-Mar		0.33		1.87	-0.56	-30.1604
RT	2.555	20-Oct	9-Dec	3			2.6	7-Mar	4-Apr	2.96		2.71	0.16	5.71956
MW	2.718	20-Oct	14-Dec	2.5			2.7	8-Mar	31-Mar	1.67		2.52	-0.20	-7.85714
TW	2.821	20-Oct	9-Dec	2.76			2.3	7-Mar	31-Mar	2.14		2.64	-0.18	-6.85606

CUMULATIVE GPA'S/CONE DATA PROJECT/2003-04-2004-05
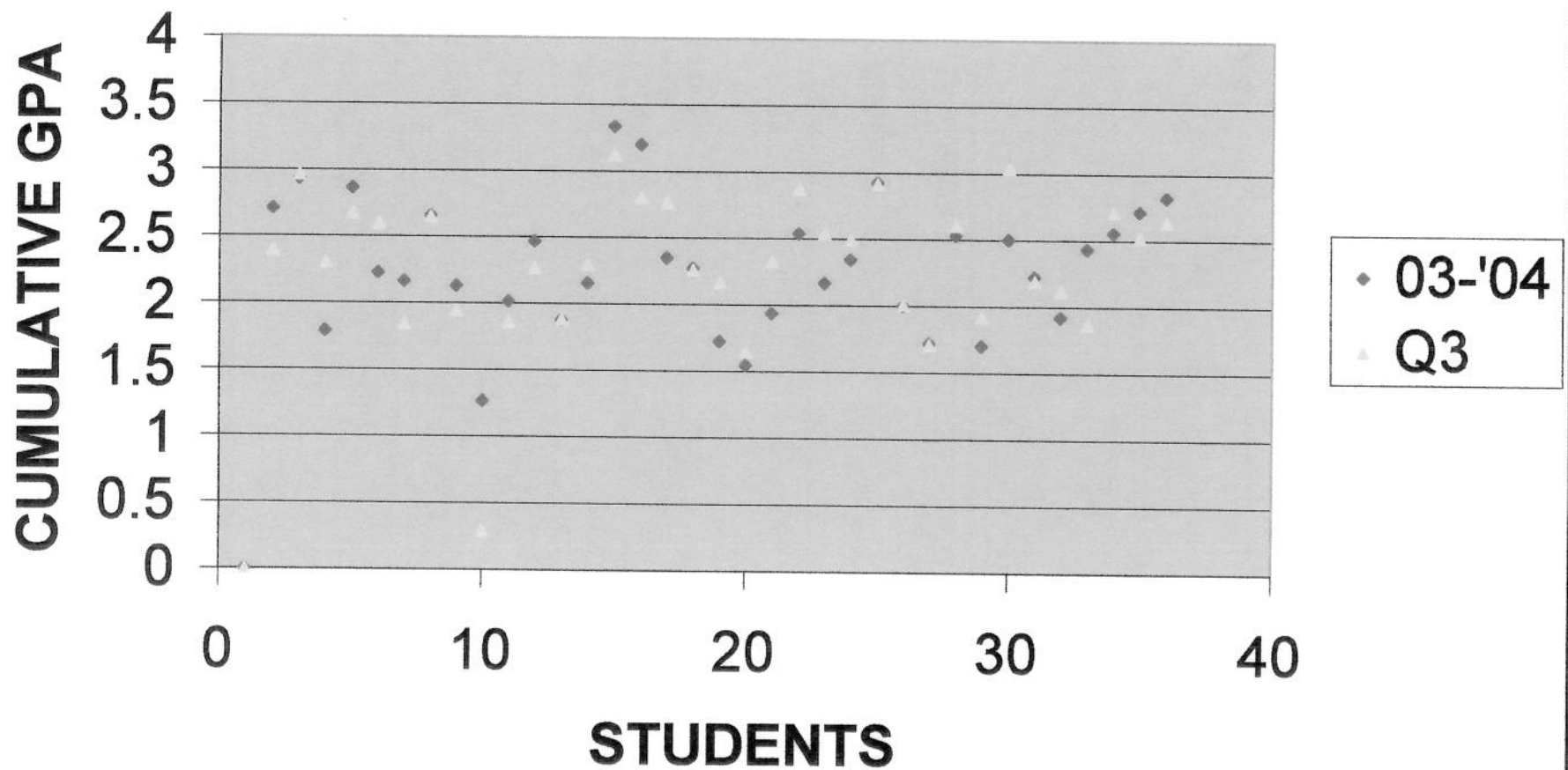
Utah CGP – Individual Planning: SEOP Closing the Gap Action Plan 2005-2006

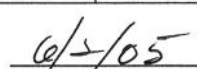School: Valley High School

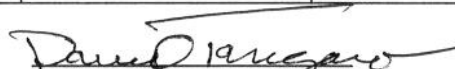District: Jordan School District

Target Group: Valley High School 11th and 12th Grade Students

Target Group selection is based on the following data/information/school improvement goal: Attendance Records, Graduation Credit Summaries and Assistant Principals Referrals

Intended Behavior	NCD Guideline, Student Competency, ASCA Standard, Developmental Asset, Standard and Objective, Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How you measure results?)	Start/End Dates	Projected # of Students Impacted

- Drop-Out Prevention
 	
- Academic Success
	- Contact Potential Drop-outs
	
	- Class size limited to 20 students
	- Adminster Gates/McGinite Assessment (Pre-Post Test)
		- Conduct weekly meetings with administration and staff to discuss problems and concerns.
		- Limit enrollment in each class
		- Outreach
		  2003-2004
		  Lorna 1283
		  David 1364
		  Sherry 1352
		  2004-2005
		  Lorna – 944
		  David 1256
		  Sherry 1272
		- Utilize scores to properly place students
			2 – Licensed Counselors
			1 – Senior Class Advisor
			1 – Social Worker
			1 – School Psychologist
			6 - Administrative Assistants
			2 - Registrars
				- Yearly Evaluation of Drop-out Rates
				
				- Review Pre & Post Test Scores to measure progress
				
				-Counselors personal records
				
				- Transcripts and Credit Summaries
					August 2004 – June 2005	795 students or 79% of students enrolled

Principal Signature   Date 6/2/05   Date of Staff Presentation   Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

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Utah CGP – Individual Planning: SEOP Closing the Gap Action Plan 2005-2006

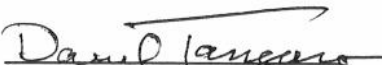School: <u>Valley High School</u>   District: <u>Jordan School District</u>

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data (Number of students affected)	Perception Data (Pre and post test competency attainment or student data**)	Results Data (How did the student change as a result of the lesson or activity)	Implications (What does the data tell you?)
2 – Licensed Counselors 1 – Senior Class Advisor 1 – Social Worker 1 – School Psychologist 6 – Admin. Assistants 2 - Registrars	Drop out population 21% of total student population for 04-05	-Enrollment Records - PowerSchool Log Entries - Outreaches (Counselors contact parents on 2nd absence) -School Disclosure	8/25/04 – 6/6/05	- 795 Students - 206 Drops outs (this number is not included in the 795)	- Gates McGinite Test - Writing Prompt for registration - Comparing reading / comprehension from 11th grade to re-entry into 12th grade	2001-2002 Drop-out rate 23% 2003-2004 Drop-out rate 19% 2004-2005 Drop-out rate 21%	- When using more than one resource during our registration process for class placement our student drop-out rate decreased

_____   6/2/05   _____   _____
Principal Signature   Date   Date of Staff Presentation   Prepared By

*Adapted from the ASCA National Model: A Framework for School Counseling Programs   ** Attach data, examples and documentation

Utah CGP – Individual Planning: SEOP Closing the Gap Action Plan 2005-2006

School: <u>Valley High School</u>

District: <u>Jordan School District</u>

Target Group: <u>11th and 12th Grade Students</u>

Target Group selection is based on the following data/information/school improvement goal: <u>Gates Reading Scores</u>

Intended Behavior	NCD Guideline, Student Competency, ASCA Standard, Developmental Asset, Standard and Objective, Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How you measure results?)	Start/End Dates	Projected # of Students Impacted
- Academic Success	- Raising Reading Comprehension Scores one grade level	- Reading strategies taught throughout English Department - Pre-Test for appropriate class placement - Language Arts Competency Class being taught as an elective	2 – Licensed Counselors 1 – Senior Class Advisor	- Pre-Test - Post Test * Each student tested at registration yearly	August 2004 – August 2005 Q1, Q2, Q3, Q4	30 students were randomly selected from our 1st quarter enrollment of 397

_____
Principal Signature

6/2/05
Date

_____
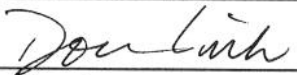Date of Staff Presentation

_____
Prepared By

*Adapted from the ASCA National Model: A Framework for School Counseling Programs

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Utah CGP – Individual Planning: SEOP Closing the Gap Action Plan 2005-2006

School: <u>Valley High School</u>   District: <u>Jordan School District</u>

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data (Number of students affected)	Perception Data (Pre and post test competency attainment or student data**)	Results Data (How did the student change as a result of the lesson or activity)	Implications (What does the data tell you?)
- 2 Licensed Counselors - 1 Senior Class Advisor	11th grade students who returned as 12th graders for the 04-05 school year	-GATES Tests -Strategies implemented in English Classes -Language Arts Competency Class	August 2004 – August 2005	*See Attached Data	- Gates Test - Writing Prompt - Comparison of reading comprehension scores from 11th grade to re-entry into 12th grade	The data showed students increased their reading score comprehension by 1.5 years	By matching the student's academic ability, with a specific teaching style the student's reading level increased

_____   4/2/05   _____   _____
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GATES Reading Comprehension Scores			
Name	August 2004	August 2005	Change
SS	9.9	11	+1.1
DS	9.3	12.9	+3.6
HS	8.1	8.4	+0.3
JMS	12.2	12.9	+0.7
AS	12.9	12.9	None
JT	10.3	12.9	+2.6
RU	12.9	12.9	None
SW	8.6	12.5	+3.9
SW	12.9	12.9	None
VI	12.5	12.9+	+0.4
BJ	8.3	11.8	+3.5
SJ	10.0	12.9+	+2.9
AJ	8.3	12.9+	+4.6
KJ	10.5	12.9	+2.4
LK	10.0	8.7	-1.3
TO	7.3	9.5	+2.2
JM	7.5	10.0	+3.5
AL	9.9	12.9+	+3.0
TO	9.4	12.5	+3.1
SP	8.9	8.3	-0.6
AA	6.4	6.8	+0.4
CB	11.5	12.2	+0.7
AC	5.6	8.1	+2.5
NC	8.9	10.5	+1.6
JF	7.7	12.9+	+5.2
SG	9.9	8.4	+1.5
DG	12.5	12.9	+0.4
AD	12.2	10.7	-1.5
JE	8.1	7.8	-0.3
KB	9.5	8.1	-1.4
		Total Improvement	+1.5

Utah CGP-Guidance Activities Action Plan (Large Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School ___West Jordan High School___ District ___Jordan___

Target Group:(whole school, entire class)___Incoming 10th Grade students who are at-risk for school failure.___

Target Group selection is based upon the following data/information/school improvement goals: _9th Grade Pass/Fail Rate and GPA_

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders. . ."	Start/End Dates	Projected # of Students Impacted
Improved School success based on Pass/Fail rate and improved GPA	Student Competency	At Risk Study Skills Classes Quarterly Monitoring	Land Trust Funds used to fund a teacher for three periods	Pass/Fail Rate and GPA	August to January	43

(signature)   _____   _10/11/04_   Counseling Department

Principal's Signature   Date   Date of Staff Presentation   Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

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Utah CGP-Guidance Activities Resu Report (Large Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School ___West Jordan High School_____ District _____Jordan_____

Counselor Classroom teacher & School Psychologist And All Counselors	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Jennifer Pawlowski, Kevin Damron Dara Smith, Bell Breen, Shawnee Mounga, Eve O'Neill	In-coming 10th Grade Students who performed poorly in 9th Grade	Study Skills/ Life Skills Curriculum Why Try Program	August 2004 to January 2005	43	9th Grade 4th quarter involved students failed 62% of classes they were enrolled in and the average GPA was .87	Students in the At Risk class failed 34% of classes they were enrolled in and the average GPA was 1.43	28 of the Students' GPA's improved 6 stayed the same 6 went down 3 moved For the majority of the students enrolled, their school performance improved.

_____   6-16-05   6-16-05   Counseling Department
Principal's Signature   Date   Date of Staff Presentation   _____
*adapted from the ASCA National Model: A Framework for School Counseling Programs   Prepared By
                                                                        **Include actual numbers and attach data,
                                                                        examples and documentation

Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School___West Jordan High School_____District___Jordan_____

Target Group:___Seniors in High School_____

Target Group selection is based on the following data/information/school improvement goal:_Our school's mission is commitment to_____

_____excellence through the pursuit of learning, respect, knowledge, responsibility and accountability._____

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders. . ."	Start/End Dates	Projected # of Students Impacted
Graduate on time with Senior class	DRSLS: Communication Collaboration	1. Identification of Seniors who are deficient in credits in the Fall of 2004. 2. Immediate communication with students and parents. 3. Develop Plan to remediate deficiencies 4. Collaborate with teachers as necessary	Counseling Staff	Number of students deficient in August 2004 compared to number of students graduating in June 2005.	August 30, 2004 June 9, 2005	577

_____   _____   __10/11/04_____   _Counseling Department_
Principal's Signature   Date   Date of Staff Presentation   Prepared By
*adapted from the ASCA National Model: A Framework for School Counseling Programs

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Utah CGP- Closing the Gap Results Report (Small Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School___West Jordan High School_____District___Jordan_____

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Eve O'Neill Shawnee Mounga Dara Smith Bell Breen	Senior Class	Graduation summary sheets. Midterms and report cards Credit remediation options.	Aug. 30, 04 June 9, 05	577	296 out of 685 were not on track for graduation in fall of 2004 (43%)	46 out of 577 did not graduate with their class on time. (7.9%)	Counselor interventions are instrumental in helping deficient students graduate with their class.

_____   _____   ___6-16-05_____   ___Counseling Department___
Principal's Signature   Date   Date of Staff Presentation   Prepared By

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**Include actual numbers supporting conclusions and attach data, examples and documentation

Graduation Deficiencies 2004-2005 Seniors
2004-2005 Data Project

1. ███████, Lauren
2. ███████, Ema
3. ███████ Trevor
4. ███████ Savannah
5. ███████ Ashley
6. ███████, Angela
7. ███████ Graham
8. ███████ Simon
9. ███████, Alexander
10. ███████, Matthew
11. ███████, Alexa
12. ███████, Taylor
13. ███████, Lexi
14. ███████, Amanda
15. ███████ Serria
16. ███████, Gonzalo
17. ███████ Nanette
18. ███████, Cameron
19. ███████, Brett
20. ███████, Ryan
21. ███████ Lindsey
22. ███████ Raemi
23. ███████, Sarah
24. ███████, Michael
25. ███████, Toni
26. ███████ Ben
27. ███████, Alexander
28. ███████ Jeremy
29. ███████, Benjamin
30. ███████, Jennifer
31. ███████, Tawni
32. ███████, Nathan
33. ███████ Tecey
34. ███████ Cameron
35. ███████, Traci
36. ███████ Jarom

37. ███████ Steven
38. ███████ Aaron
39. ███████ Caresse
40. ███████ Christian
41. ███████ Clinton
42. ███████ Maddison
43. ███████ Sonya
44. ███████ Samuel
45. ███████, Jefferson
46. ███████ Karly
47. ███████ Corbin
48. ███████, Melissa
49. ███████ Megan
50. ███████, Scott
51. ███████, Keith
52. ███████ Scott
53. ███████ Stefani
54. ███████, Curtis
55. ███████, Isabel
56. ███████ Trevor
57. ███████, Tyler
58. ███████, Ben
59. ███████, Joshua
60. ███████ Brandon
61. ███████ Dustin
62. ███████ Kathrine
63. ███████, Kathryn
64. ███████, Bryson
65. ███████, Dana
66. ███████ Tichelle
67. ███████, James

Started the school year with 67 students off track for graduation.

At mid-year 46 seniors were still off track: 6 of whom are new to the original list of students: Jamie ███, Bonnie ███, Heather ███, Micheal ███, Michael ███, Vanessa ███

The students underlined did not graduate with their class on June 9, 2005, due to lack of sufficient credits, but are recommended to Southpointe High School to hopefully complete the necessary credits to earn a West Jordan High School diploma. A total of 14 students in the A-D group did not graduate.